# DOCUMENT RESUME

ED 314 660 CG 022 193

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|---|---|
| AUTHOR | Gysbers, Norman C.; And Others |
| TITLE | Comprehensive Guidance Programs That Work. |
| INSTITUTION | ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. |
| SPONS AGENCY | Office of Educational Research and Improvement (ED), Washington, DC. |
| REPORT NO | ISBN-1-56109-001-8 |
| PUB DATE | 90 |
| CONTRACT | R188062011 |
| NOTE | 178p. |
| AVAILABLE FROM | ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($18.95). |
| PUB TYPE | Books (010) -- Collected Works - General (020) -- Information Analyses - ERIC Information Analysis Products (071) |
| EDRS PRICE | MF01/PC08 Plus Postage. |
| DESCRIPTORS | *Developmental Programs; Elementary Secondary Education; *Guidance Programs; Models; Program Development; *Program Improvement; *School Counselors; *School Guidance |
| IDENTIFIERS | *Comprehensive Guidance |

ABSTRACT

This monograph describes how the comprehensive guidance model is transforming elementary-secondary school guidance and counseling programs in schools across the country. It incorporates the ideas and experiences of 12 guidance program developers in the actual use of the comprehensive guidance model in diverse school and cultural settings. The book is intended as a source of ideas, resources, and procedures to help state and local guidance and administrative personnel remodel and revitalize guidance in their schools. Papers included are: (1) "A Model Comprehensive Guidance Program" (Norman C. Gysbers); (2) "Missouri Comprehensive Guidance--A Model for Program Development, Implementation and Evaluation" (Robert J. Larivee and Marion F. Starr); (3) "Comprehensive Guidance in Alaska" (Jamie Buckner and Marie MacKenzie); (4) "Comprehensive Guidance in Montgomery County, Maryland" (John P. Goodloe); (5) "The Comprehensive Guidance Program in San Antonio" (Patricia Henderson); (6) "Guidance and Counseling New Hampshire Style" (Josephine B. Hayslip and James V. Carr); (7) "The Comprehensive Guidance Program in St. Joseph, Missouri" (Mark H. Hargens and Jean T. Johnson); (8) "An Effective Guidance and Counseling Program in Lincoln, Nebraska" (John Dudley); (9) "The Comprehensive Guidance Model at Hillsboro High School" (Gloria Morgan); and (10) "Afterthoughts" (Norman C. Gysbers). (NB)

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# Comprehensive Guidance Programs That Work

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Norman C. Gysbers
and
Guidance Program Field Writers

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Crème de la Crème

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# Comprehensive Guidance Programs That Work

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ISBN 1-56109-001-8

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract no. RI88062011. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI, the Department of Education, or ERIC/CAPS.

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# Introduction

Few topics are as important to school counselors as how to organize their school guidance program. Both experience and research suggest that a laissez faire or unsystematic approach to the organization of guidance services can blunt the inherent impact and effectiveness of school guidance and counseling. When school guidance and counseling is organized to meet specific goals and objectives and careful attention is directed towards "who will accomplish what," the evidence suggests that both the deliverers (counselors and school faculty) and students and parents are more satisfied.

***Few topics are as important to school counselors as how to organize their school guidance program.***

In this monograph, Norm Gysbers presents the most extensive development to date of a comprehensive, developmental approach to school guidance. Notable in his exposition is his focus on a program rather than a services approach. In the services approach, guidance becomes position oriented resulting in it being seen as an ancillary support where counselors are expected to do whatever "is of service to somebody." The program approach clearly articulated in this monograph utilizes four interactive components: guidance curriculum, individual planning, responsive services and system support. Built upon the life/career development concept (self-development over a person's life span), the program approach provides the breadth and depth of knowledge, skills and attitudes needed by today's youth to function in our complex and changing society.

***...the program approach provides the breadth and depth of knowledge, skills and attitudes needed by today's youth to function in our complex and changing society.***

Unlike many innovative approaches that are the brainchild of a single person, this monograph incorporates the ideas and experience of 12 guidance program developers in the actual use of the comprehensive guidance model in diverse school and cultural settings. These developers provide invaluable insights into how to customize the model to fit a particular school setting and offer specific, practical suggestions on how to make the comprehensive guidance program model work.

In short, this monograph has what all counselors look for when they want to improve their counseling program—a solid idea with practical suggestions for how to implement a program and make it work.

Norm and his field writers are to be congratulated for having written an exceptionally useful book on a topic of critical interest. It is a most fitting choice as the first of the crème de la crème series presenting the "best" in the counseling field.

*Garry R. Walz*
*Director, ERIC/CAPS*

# About the Author

**Norman C. Gysbers** is Professor of Educational and Counseling Psychology at the University of Missouri-Columbia. He is also the editor of the *Journal of Career Development*. He has written 34 journal articles, 4 books and 10 chapters in recently published books.

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## Chapter 1

# A Model Comprehensive Guidance Program

**Norman C. Gysbers**

*The Comprehensive Guidance Program Model had its genesis in the late 1960s and early 1970s. The lack of an appropriate organizational structure for guidance in America's public schools was finally being addressed in 1972 when the University of Missouri–Columbia conducted a national conference on guidance and developed a manual to be used by the states as they developed their own guides. This manual was published in early 1974 and provided the first description of an organizational structure for the Comprehensive Guidance Program Model.*

## Introduction

During the late 1950s, the 1960s, and the early 1970s, the counselor-clinical-services approach to guidance dominated professional theory, training, and practice. In schools, those who adopted this approach emphasized the counselor and counseling. Administratively, guidance was part of pupil personnel services. The focus was on a position (counselor) and a process (counseling); not on the program (guidance).

Guidance in the schools didn't begin that way, however. It began as vocational guidance with an emphasis on occupational selection and placement. But, early in the 1920s, a

***Guidance in the schools...began as vocational guidance with an emphasis on occupational selection and placement.***

more clinically oriented approach, which stressed counseling, began to emerge. While concern for occupational selection and placement was present, a greater concern was expressed for personal adjustment. Thus the era of guidance for adjustment had begun.

During the late 1920s and early 1930s, the beginnings of the services approach to organizing guidance in the schools appeared. Counseling continued to be featured as the dominant process; only now it was one of a number of services. By this time, too, the traditional way of describing guidance as a service with three aspects—vocational, educational, and personal-social was well established. Vocational guidance, instead of being all guidance, had become only one part of guidance. Finally, in the 1950s and early 1960s, guidance became part of pupil personnel services, with an emphasis on the counselor and counseling.

***Beginning in the 1960s, but particularly in the 1970s, the concept of guidance for development emerged.***

Beginning in the 1960s, but particularly in the 1970s, the concept of guidance for development emerged. During this period the call came to reorient guidance from what had become an ancillary, crisis-oriented set of services to a comprehensive, developmental program. The call for reorientation came from diverse sources, including a renewed interest in vocational-career guidance (and its theoretical base, career development); a renewed interest in developmental guidance; concern about the efficacy of the prevailing approach to guidance in the schools; and concern about accountability and evaluation.

The work of putting comprehensive guidance programs into place in the schools continued in the 1980s. Increasingly sophisticated, theoretical models began to be translated into practical, workable models to be implemented in the schools. As the 1990s begin, comprehensive guidance programs are beginning to encompass the 1960's counselor-clinical-services model. Comprehensive guidance programs are becoming the major way of organizing and managing guidance in the schools.

***Comprehensive guidance programs are becoming the major way of organizing and managing guidance in the schools.***

This chapter begins with a brief review of traditional organizational patterns for guidance and the impact that these patterns have had. Next, the development of a *Comprehensive Guidance Program Model* that had its genesis in the late 1960s and early 1970s is presented. The details of the *Model* follow: The content of the *Model* is described followed by a presentation of the structure of the program, the processes used, and the time allocations needed to carry out the program. Finally, there is discussion of the program resources required for the *Model* if the *Model* is to function effectively.

## Traditional Organizational Patterns

By the 1960s the evolution of guidance in the schools had reached a peak. The National Defense Education Act of 1958 (Public Law 85-864) caused the number of secondary counselors in schools to increase substantially. Later, due to an expansion of the guidance provisions of the Act, elementary guidance was supported and as a result, the number of elementary counselors in the schools also increased rapidly.

These counselors put their expertise to work in schools where three traditional organizational patterns for guidance were prevalent: (1) the services model, (2) the process model, or (3) the duties model. In many schools, combinations of these three approaches were used.

### The Services Model

The services model had its origins in the 1920s and consists of organizing the activities of counselors around six major services: (1) orientation, (2) assessment, (3) information, (4) counseling, (5) placement and (6) follow-up. While the activities that are usually listed under each of these six services are important and useful, it is a limited model for three reasons. First, it is primarily oriented to secondary schools. Second, it does not lend itself easily to the identification of student outcomes. And third, it does not specify how the time of counselors should be allocated.

***The services model...consists of organizing the activities of counselors around six major services: (1) orientation, (2) assessment, (3) information, (4) counseling, (5) placement and (6) follow-up.***

### The Process Model

The process model also had its origins in the 1920s. Until the 1960s this model emphasized the clinical and therapeutic aspects of counseling, particularly the processes that school counselors use: counseling, consulting, and coordinating. This model is appealing because it is equally applicable to elementary and secondary counselors. However, the Process Model has some of the same limitations as the Services Model: It does not lend itself easily to the identification of student outcomes and it does not specify allocations of counselor time.

### The Duties Model

Often, instead of describing some organizational pattern such as the Services Model or the Process Model, counselor duties are simply listed (the duties model). Sometimes these lists contain as many as 20-30 duties and the last duty listed is often "and perform other duties as assigned from time-to-time." While equally applicable to elementary and secondary counselors, student outcomes are difficult to identify and counselor time is almost impossible to allocate effectively.

### Position Oriented Rather Than Program Focused

***Thus, over the years, guidance in the schools became position oriented rather than program focused.***

One result of these traditional organizational patterns has been to emphasize the position of the counselor, not the program of guidance. Thus, over the years, guidance in the schools became position oriented rather than program focused. As this occurred, guidance also became an ancillary-supportive service in the eyes of many people. This pattern placed counselors mainly in a remedial-reactive role; a role that is not seen as mainstream in education by most people. What is worse, this pattern reinforced the practice of counselors doing many administrative-clerical duties because these duties could be defended as being "of service to somebody."

***...guidance was an undefined program....it became known as the "add on profession."***

Because of this lack of appropriate organization as well as a lack of a program focus, guidance was an undefined program. As a result, it became known as the "add on profession." Because of the absence of any clear structure to guidance programs it was easy to give counselors new duties. Counselors had free time and flexible schedules. And, since time was not a consideration, why worry about removing current duties when new ones were added?

## The Origin of a Program Model

In October of 1969 the University of Missouri-Columbia conducted a national conference on career guidance, counseling and placement that led to regional conferences held across the country during the spring of 1970. Then in 1971, the University of Missouri-Columbia was awarded a U.S. Office of Education grant to assist each state, the District of Columbia, and Puerto Rico in developing models or guides for implementing career guidance, counseling and placement programs in local schools. Project staff in Missouri conducted a national conference in January of 1972 and developed a manual (Gysbers & Moore, 1974) to be used by the states as they developed their own guides. The lack of an appropriate organizational structure for guidance in schools was finally being addressed.

***The lack of an appropriate organizational structure for guidance in schools was finally being addressed***

The manual that was published in February of 1974 provided the first description of an organizational structure for the *Comprehensive Guidance Program Model* that was to be refined in later work (Gysbers, 1978; Gysbers & Moore, 1981; Gysbers & Hargens, 1984; Gysbers & Henderson, 1988). The original organizational structure for a *Comprehensive Guidance Program Model*, was comprised of three interrelated categories: curriculum-based functions, individual facilitation functions, and on-call functions. The **curriculum based category** brought together those guidance activities which took place primarily in the context of regularly scheduled courses of study in an educational setting. These activities were a part of regular school subjects or were organized around special topics in the form of units, mini-courses or modules. They were based on need statements and goals and objectives necessary for the growth and development of all students. Typical topics focused on self-understanding, interpersonal relationships, decision-making, value clarification, and the education, work, and leisure worlds. School counselors were involved directly with students through class instruction, group processes or individual discussion. In other instances, the guidance staff worked directly and cooperatively with teachers providing resources and consultation.

**Individual facilitation functions** included those systematic activities of the comprehensive guidance program designed to assist students in monitoring and understanding their growth and development in regard to their own personal goals, values, abilities, aptitudes and interests. School counselors and teachers served in the capacity of "advisors," "learner managers" or "development specialists." Personalized contact and involvement were stressed instead of superficial contact with each student once a year to fill out a schedule. The functions in this category provided for the accountability needed in an educational setting to ensure that students' uniqueness remained intact and that educational resources were used to facilitate their life career development.

***Personalized contact and involvement were stressed instead of superficial contact with each student once a year to fill out a schedule.***

**On-call functions** focused on direct, immediate responses to students' needs such as information seeking, crisis counseling and teacher/parent/specialist consultation. In addition, on-call functions were supportive of the curriculum-based and individual facilitation functions. Adjunct guidance staff (peers, paraprofessionals and volunteers/support staff) aided school counselors and teachers in carrying out on-call functions. Peers were involved in tutorial programs, orientation activities, ombudsman centers and (with special training) cross-age counseling and leadership in informal dialogue centers. Paraprofessionals and volunteers provided meaningful services in placement and follow-up activities, community liaison, career information centers and club leadership activities.

The 1974 version of the *Model* also used time distribution wheels to show the projected division of counselors' time to carry out a developmental guidance program. In addition, a chart was provided to show how counselors' time could be distributed across a typical school week using the three categories as organizers. In this arrangement, consultation as a process was added to the *Model*.

***By 1978 the focus was on a total comprehensive, developmental guidance program.***

Gysbers (1978) described additional refinements that had been made to the *Model* since 1974. By 1978 the focus was on a total comprehensive, developmental guidance program. It now included the following elements: *Definition, Rationale, Assumptions, Content Model, and Process Model*. The *Content Model* described the knowledge and skills students would acquire with the help of the guidance program. The *Process Model* grouped the guidance activities and processes used in the program into four interrelated categories: curriculum-based processes, individual-development processes, on-call responsive processes, and systems-support processes.

It is interesting to note the changes and additions in terminology from the 1974 description of the program. The concepts of definition, rationale, and assumptions had been added by 1978. The *Model* itself was now grouped into two parts. The first part focused on the content to be learned while the second part organized the guidance activities and processes needed in a program into four categories. The category of individual facilitation was changed to individual development, the word responsive was added to on-call, and a new category—systems support—was added.

***...in 1978, Gysbers described seven steps required to "remodel a guidance program while living in it."***

Also in 1978, Gysbers described seven steps required to "remodel a guidance program while living in it" and to plan, implement, and evaluate a comprehensive guidance program. These steps follow:

1. Decide you want to change
2. Form work groups
3. Assess current programs
4. Select program model
5. Compare current program with program model
6. Establish transition time table
7. Evaluate

Between 1978 and 1981 further refinements were made on the *Model*. These refinements appeared in *Improving Guidance Programs* by Gysbers and Moore (1981). By now the basic structure of the *Model* was established. The terms "structural components" and "program components" were now used to describe the basic framework for the comprehensive guidance program. The terms "content model" and "process model" had been dropped. Also, the steps for remodeling a guidance program, first delineated in 1978, were described in much more detail. These seven steps formed the basis for the organization of the chapters in *Improving Guidance Programs*.

***Between 1981 and 1988 the Model was being used by state and local school districts with increasing frequency.***

Between 1981 and 1988 the *Model* was being used by state and local school districts with increasing frequency. During these years two school districts in particular became involved: St. Joseph, Missouri School District and Northside Independent School District, San Antonio, Texas.

Hargens and Gysbers (1984), writing in the *School Counselor*, presented a case study of how the *Model* was implemented in the St. Joseph School District. The work in the Northside Independent School District became the basis for much of the most recent description of the *Model* (Gysbers & Henderson, 1988). As the 1980s progressed a number of states and a number of additional school districts across the country began to adapt the *Model* to fit their needs.

***As the 1980s progressed a number of states and a number of additional school districts across the country began to adapt the Model to fit their needs.***

In 1988, Gysbers and Henderson's book *Developing and Managing Your School Guidance Program*, was published by the American Association for Counseling and Development (AACD). Using the framework of the *Model* presented in 1981, Gysbers and Henderson expanded and extended the *Model* substantially. Building upon the experiences of a number of local school districts and states and with a particular emphasis on the experiences of the Northside Independent School District, the planning, design, implementation, and evaluation phases of the *Model* were elaborated upon in much more detail. Sample forms, procedures, and methods, particularly those from Northside, were used extensively to illustrate the *Model* and its implementation.

## A Description of the Program Model

### Program Foundation

***Life career development is defined as self-development over a person's life span through the integration of the roles, settings, and events in a person's life.***

The perspective of human growth and development that serves as the foundation for the *Model* and as a basis for identifying the guidance knowledge, skills, and attitudes (competencies) that students need is called life career development. Life career development is defined as self-development over a person's life span through the integration of the roles, settings, and events in a person's life. The word **life** in the definition indicates that the focus of this conception of human growth and development is on the total person—the human career. The word **career** identifies and relates the many and often varied roles that individuals assume (student, worker, consumer, citizen, parent); the settings in which individuals find themselves (home, school, community); and the events that occur over their lifetimes (entry job, marriage, divorce, retirement). The word **development** is used to indicate that individuals are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time a greater meaning evolves. Life career development describes total individuals: unique individuals, with their own life styles (Gysbers & Moore, 1974, 1975, 1981).

The meaning of the word career in the phrase **life career development** differs substantially from the usual definition of the term. **Career** focuses on all aspects of life as interrelated parts of the whole person. The term career, when viewed from this broad perspective, is not a synonym for occupation. People have careers; the work world, the marketplace has occupations. Unfortunately, too many people use the word career when they should use the word occupation. All people have careers, their lives are their careers. Finally, the words **life career development** do not delineate and describe only one part of human growth and development. Although it is useful to focus at times on different developmental areas (e.g., physical, emotional, and intellectual), it is also necessary to integrate these areas. **Life career development** is an organizing and integrating concept for understanding and facilitating human growth and development.

***Career focuses on all aspects of life as interrelated parts of the whole person.***

***People have careers; the work world, the marketplace has occupations.***

Wolfe and Kolb (1980) summed up the life view of career development:

> Career development involves one's whole life, not just occupation. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blind spots, warts and all. More than that, it concerns him/her in the ever-changing contexts of his/her life. The environmental pressures and constraints, the bonds that tie him/her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with, in these terms, career development and personal development converge. Self and circumstances—evolving, changing, unfolding in mutual interaction—constitute the focus and the drama of career development. (pp. 1-2)

## Program Content—Life Career Development Domains

Three domains of human growth and development are emphasized in life career development: Self-knowledge and Interpersonal Skills; Life Roles, Settings and Events; and Life Career Planning (Gysbers & Moore, 1974; 1981). Student competencies are generated from these domains to provide the program content for the Model.

**Self-knowledge and Interpersonal Skills.** In the Self-knowledge and Interpersonal Skills domain the focus is on helping students understand themselves and others. The main concepts of this domain involve students' awareness and acceptance of themselves, their awareness and acceptance of others, and their development of interpersonal skills. Within this domain, students begin to develop an awareness of their personal characteristics: interests, aspirations, and abilities. Students learn techniques for self-appraisal and the analysis of their personal characteristics in terms of a real-ideal self-continuum. They begin to formulate plans for self-improvement in such areas as physical and mental health. Individuals become knowledgeable about the interactive relationship of self and environment in such a way that they develop personal standards and a sense of purpose in life. Students learn how to create and maintain relationships and develop skills that allow for beneficial interaction within those relationships. They can use self-knowledge in life career planning. They have positive interpersonal relations and are self-directed in that they accept responsibility for their own behavior.

***Individuals become knowledgeable about the interactive relationship of self and environment in such a way that they develop personal standards and a sense of purpose in life.***

**Life Roles, Settings and Events.** The emphasis in this domain is on the interrelatedness of various life roles (such as learner, citizen, consumer), settings (such as home, school, work, and community), and events (such as job entry, marriage, retirement) in which students participate over the life span. Emphasis is given to the knowledge and understanding of the sociological, psychological, and economic dimensions and structure of their world. As students explore the different aspects of their roles, they learn how stereotypes affect their own and others' lives. The implication of futuristic concerns is examined and related to their lives. Students learn of the potential impact of change in modern society and of the necessity of being able to project themselves into the future. In this way they begin to predict the future, foresee alternatives they may choose, and plan to meet the requirements of life career alternatives they may choose. As a result of learning about the multiple dimensions of their world, students understand the reciprocal influences of life roles, settings, and events and can consider various life-style patterns.

**Life Career Planning.** The Life Career Planning domain is designed to help students understand that decision-making and planning are important tasks in everyday life and to recognize the need for life career planning. Students learn of the many occupations and industries in the work world and of their grouping according to occupational requirements and characteristics as well as personal skills, interests, values and aspirations. Emphasis is placed on students' learning of various rights and responsibilities associated with their involvement in a life career.

***The Life Career Planning domain is designed to help students understand that decision-making and planning are important tasks in everyday life and to recognize the need for life career planning.***

The central focus of this domain is on the mastery of decision-making skills as a part of life career planning. Students develop skills in this area by identifying the elements of the decision-making process. They develop skills in gathering information from relevant sources, both external and internal, and learn to use the collected information in making informed and reasoned decisions. A major aspect of this process involves the appraisal of personal values as they may relate to prospective plans and decisions. Students engage in planning activities and begin to understand that they can influence their future by applying such skill. They begin to accept responsibility for making their own choices, for managing their own resources, and for directing the future course of their own lives.

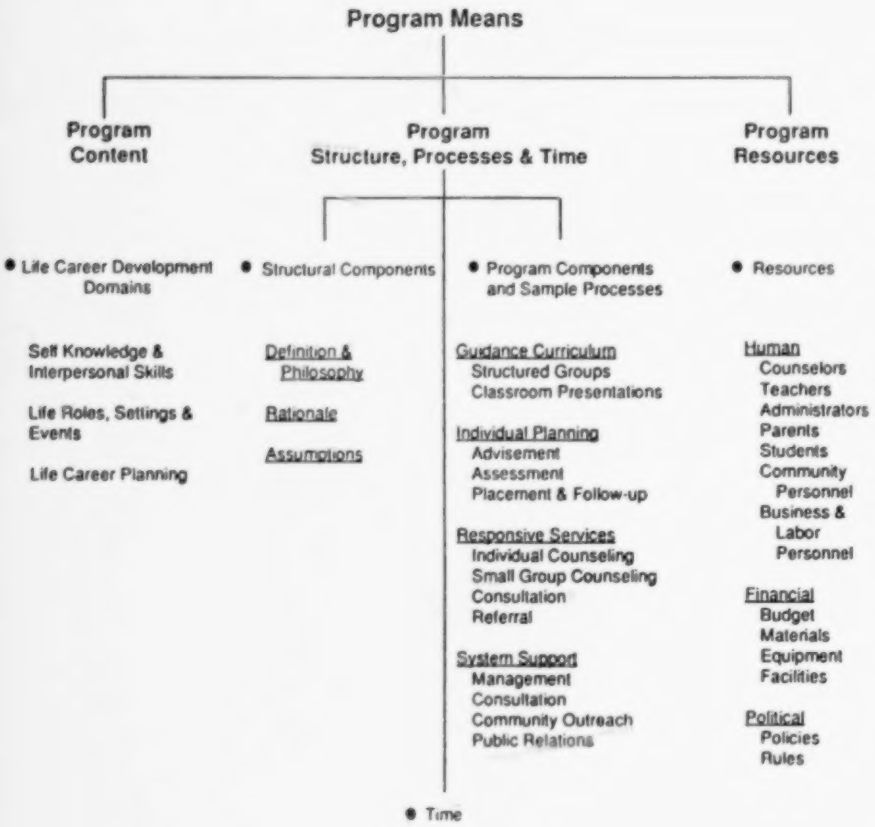
## Program Structure, Processes & Time

The *Model Program* (see Figure 1) contains seven components organized around two major categories: Structural Components and Program Components (Gysbers & Moore, 1981; Gysbers & Henderson, 1988).

The three **structural** components identify broad areas of competencies students will possess as a result of the program and where the program fits in relation to other

## Figure 1

## Elements of a Model Guidance Program


Program Means
Program Content
Program Structure, Processes & Time
Program Resources
• Life Career Development Domains
Self Knowledge & Interpersonal Skills
Life Roles, Settings & Events
Life Career Planning
• Structural Components
Definition & Philosophy
Rationale
Assumptions
• Program Components and Sample Processes
Guidance Curriculum
Structured Groups
Classroom Presentations
Individual Planning
Advisement
Assessment
Placement & Follow-up
Responsive Services
Individual Counseling
Small Group Counseling
Consultation
Referral
System Support
Management
Consultation
Community Outreach
Public Relations
• Resources
Human
Counselors
Teachers
Administrators
Parents
Students
Community Personnel
Business & Labor Personnel
Financial
Budget
Materials
Equipment
Facilities
Political
Policies
Rules
• Time

| | *Percent* | | |
|---|---|---|---|
| | ES | M/JH | HS |
| Guidance Curriculum | 35-45 | 25-35 | 15-25 |
| Individual Planning | 5-10 | 15-25 | 25-35 |
| Responsive Services | 30-40 | 30-40 | 25-35 |
| System Support | 10-15 | 10-15 | 15-20 |

educational programs (definition), offer reasons why the program is important and needed (rationale), and provide the premises upon which the program rests (assumptions). The four **program** components delineate the major activities, and the roles and responsibilities of personnel involved in the guidance program. These include the guidance curriculum, individual planning, responsive services, and system support.

## Structural Components

**Definition.** The program definition includes the mission statement of the guidance program and its centrality within the school district's total education program. It delineates the competencies individuals will possess as a result of their involvement in the program, summarizes the components and identifies the program's clients.

***The program definition includes the mission statement of the guidance program and its centrality within the school district's total education program.***

**Rationale.** The rationale discusses the importance of guidance as an equal partner in the educational system and provides reasons why individuals in our society need to acquire the competencies that will accrue to them as a result of their involvement in a comprehensive guidance program. Included are conclusions drawn from student and community needs assessments and clarifications of goals for the local educational system.

**Assumptions.** Assumptions are the principles that shape and guide the program. They include statements regarding the essence of the contribution that school counselors and guidance programs make to students' development, the premises that undergird the comprehensiveness and the balanced nature of the program, and the relationship between the guidance program and the other educational programs. A reminder is included as well that planning, designing, implementing, and evaluating must continue even long after the program is put in place.

## Program Components and Processes

An examination of the needs of students, the variety of guidance methods, techniques, and resources available, and the increased expectations of policy-makers, funders, and consumers indicates that a new structure for guidance

***The traditional six services...of guidance, though perhaps once sufficient, are no longer adequate ways to organize guidance programs in today's schools.***

programs in the schools is needed. The traditional six services (orientation, information, assessment, counseling, placement, and follow-up) and three aspects (educational, personal-social, and vocational) of guidance, though perhaps once sufficient, are no longer adequate ways to organize guidance programs in today's schools.

When described as "services," guidance is often cast as ancillary and is seen as only supportive to instruction rather than equal and complementary. The "three aspects" view of guidance frequently has resulted in fragmented and event-oriented activities and, in some instances, the development of separate kinds of programs and counselors. For example, educational guidance is stressed by academic-college personnel; personal-social guidance becomes the territory of mental health workers; and vocational guidance is the focus of vocational education and labor economists.

If the proposition that these traditional structures are no longer adequate is accepted, then the question becomes: What type of new structure is needed? One way to answer this question is to ask what one should expect of a comprehensive guidance program.

- Are all individuals in need of specific knowledge, skills, and attitudes that are the instructional province of guidance programs?
- Is it an inherent right of all students to be assigned to a counselor in the school system who is sensitive to their unique life career development needs, including their need for placement and follow-through?
- Should school counselors be available and responsive to the special and/or unexpected needs of students, staff, parents, and the community?
- Does the school program and staff require support that can best be supplied by school counselors?

***Should school counselors be available and responsive to the special and/or unexpected needs of students, staff, parents, and the community?***

An affirmative answer to these four questions implies a structure that is different from the traditional services/aspects model. In addition, a review of the variety of guidance methods, techniques, and resources available today and an understanding of expectations of policy makers and consumers of guidance also suggest the need for a model different from the traditional services or aspects model. The structure suggested by an affirmative answer to the four questions, and by a review of the literature as well, is a program model of guidance techniques, methods, and resources containing four interactive components: **guidance curriculum, individual planning, responsive services,** and **system support** (Gysbers & Moore, 1981; Gysbers & Henderson, 1988).

The **curriculum** component was chosen because a curriculum provides a vehicle to impart guidance content to all students in a systematic way. **Individual planning** was included as a part of the *Model* because of the increasing need for all students to periodically and systematically plan, monitor, and manage their growth and development and to consider and take action on their next steps personally, educationally, and occupationally. **The responsive services** component was included because of the need of comprehensive guidance programs to respond to the direct, immediate concerns of students whether these concerns involve crisis counseling, referral, or consultation with parents, teachers, or other specialists. Finally, the **system support** component was included because if the other guidance processes are to be effective, a variety of support activities such as staff development, research, and curriculum development are required. Also, system support encompasses the need for the guidance program to provide appropriate support to other programs in a school.

These components, then, serve as organizers for the many guidance methods, techniques, and resources required in a comprehensive guidance program. In addition, they also can serve as a check on the comprehensiveness of the program. A program is not comprehensive unless each of its components includes activities.

***...counselors must be involved in teaching a guidance curriculum. This is not a new idea; the notion of a guidance curriculum has deep, historical roots.***

**Guidance Curriculum.** This *Model* of guidance is based on the assumption that guidance programs include content that all students can learn in a systematic, sequential way. In order for this to happen, counselors must be involved in teaching a guidance curriculum. This is not a new idea; the notion of a guidance curriculum has deep, historical roots. What is new, however, is the array of guidance and counseling techniques, methods, and resources currently available that work best as a part of a curriculum. Also new is the concept that a comprehensive guidance program has an organized and sequential curriculum. The guidance curriculum typically consists of student competencies (organized by domains) and structured activities presented systematically through such strategies as:

*Classroom Activities.* Counselors teach, team teach, or support the teaching of guidance curriculum learning activities or units in classrooms. Teachers also may teach such units. The guidance curriculum is not limited to being a part of only one or two subjects, but should include as many subjects as possible in the total school curriculum. These activities may be conducted in the classroom, guidance center, or other school facilities.

*Group Activities.* Counselors organize and conduct large group sessions such as career days and educational/college/vocational days. Other members of the guidance team, including teachers and administrators, also may be involved in organizing and conducting such sessions.

***Although counselors' responsibilities include organizing and implementing the guidance curriculum, the cooperation and support of the entire faculty are necessary for its successful implementation.***

Although counselors' responsibilities include organizing and implementing the guidance curriculum, the cooperation and support of the entire faculty are necessary for its successful implementation.

**Individual Planning.** Concern for student development in a complex society has been a cornerstone of the guidance movement since the days of Frank Parsons. In recent years the concern for student development has intensified as society has become even more complex. This concern is manifested in many ways, but perhaps is expressed most succinctly in a frequently stated guidance goal: *Helping students become the person they are capable of becoming.*

To accomplish the purposes of this component of the *Model*, activities and procedures are necessary to assist students in understanding and periodically monitoring their growth and development. Students must come to terms with their goals, values, abilities, aptitudes, and interests (competencies) so they can continue to progress educationally and occupationally. Counselors and others with guidance responsibilities must be person-development-and-placement specialists.

Individual planning consists of activities that help students to plan, monitor, and manage their own learning and their personal and career development. The focus is on assisting students to develop, analyze, and evaluate their educational, occupational, and personal goals and plans.

Individual planning is implemented through such strategies as:

*Individual Appraisal.* Counselors assist students to assess and interpret their abilities, interests, skills, and achievement. The use of test information and other data about students is an important part of helping them develop immediate and long-range goals and plans.

*Individual Advisement.* Counselors assist students to use self-appraisal information along with personal-social, educational, career, and labor market information to help them plan for and realize their personal, educational, and occupational goals.

*Placement.* Counselors and other education personnel assist students to make the transition from school to work or to additional education and training.

**Responsive Services.** Problems relating to academic learning, personal identity issues, drugs, and peer and family relationships are increasingly a part of the educational scene. Crisis counseling, diagnostic and remediation activities, and consultation and referral must continue to be included as an ongoing part of a comprehensive guidance program. In addition, a continuing need exists for the guidance program to respond to the immediate information-seeking needs of students, parents, and teachers. The responsive services component organizes guidance techniques and methods to respond to these concerns and needs as they occur; it is supportive of the guidance curriculum and individual planning components as well.

***Problems relating to academic learning, personal identity issues, drugs, and peer and family relationships are increasingly a part of the educational scene.***

Responsive services consist of activities to meet the immediate needs and concerns of students, teachers and parents whether these needs or concerns require counseling, consultation, referral, or information. Although counselors have special training and possess skills to respond to immediate needs and concerns, the cooperation and support of the entire faculty are necessary for this component's successful implementation. Responsive services are implemented through such strategies as:

*Consultation.* Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students deal with and resolve personal concerns.

*Personal Counseling.* Counseling is provided on a small group and individual basis for students who have problems or difficulties dealing with relationships, personal concerns, or normal developmental tasks. The focus is on assisting students to identify problems and causes, alternatives, possible consequences, and to take action when appropriate.

*Crisis Counseling*. Counseling and support are provided to students or their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources should be used.

***Counselors use other professional resources of the school and community to refer students when appropriate.***

*Referral*. Counselors use other professional resources of the school and community to refer students when appropriate. These referral sources may include:

- mental health agencies
- employment and training programs
- vocational rehabilitation
- juvenile services
- social services
- special school programs (special or compensatory education)

The responsive services component also provides for small group counseling. Small groups of students with similar concerns can be helped by intensive small group counseling. All students may not need such assistance, but it is available in a comprehensive program.

Adjunct guidance staff—peers, paraprofessionals, volunteers—can aid counselors in carrying out their responsive activities. Peers can be involved in tutorial programs, orientation activities, ombudsman functions, and—with special training—cross-age counseling and leadership in informal dialog. Paraprofessionals and volunteers can provide assistance in such areas as placement, follow-up, and community-school-home liaison activities.

***The administration and management of a comprehensive guidance program require an ongoing support system.***

**System Support.** The administration and management of a comprehensive guidance program require an ongoing support system. That is why system support is a major program component. Unfortunately, it is often overlooked or only minimally appreciated. And yet, the system support component is as important as the other three components. Without continuing support, the other three components of the guidance program will be ineffective.

Activities included in this program category are by definition those that support and enhance activities in the other three program components. That is not to say that these activities do not stand alone. They can and often do. But for the most part, they undergird activities in the other three components. The system support component consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through such activities as:

*Research and Development.* Guidance program evaluation, follow-up studies, and the continued development and updating of guidance learning activities are some examples of the research and development work of counselors.

*Staff/Community Public Relations.* The orientation of staff and the community to the comprehensive guidance program through the use of newsletters, local media, and school and community presentations.

*Professional Development.* Counselors must regularly update their professional knowledge and skills. This may include participation in school-in-service training, attendance at professional meetings, completion of postgraduate coursework, and contributions to the professional literature.

*Committee/Advisory Boards.* Serving on departmental curriculum committees and community committees or advisory boards is an example of activities in this area.

*Community Outreach.* Included in this area are activities designed to help counselors become knowledgeable about community resources, employment opportunities, and the local labor market. This may involve counselors visiting local businesses and industries and social services agencies.

*Program Management and Operations.* This area includes the planning and management tasks needed to support the activities of a comprehensive guidance program. It also includes responsibilities that members of the school staff may need to fulfill.

Also included in the system support component are activities that support programs other than guidance. These activities could include counselors being involved in the school testing program (helping interpret test results for use by teachers, parents, and administrators), serving on departmental curriculum committees (helping interpret student needs data for curriculum revision), and working with

***Counselors must regularly update their professional knowledge and skills.***

school administrators (helping interpret student needs and behaviors). Care must be taken, however, to watch the time given to these duties because the prime focus for counselors is on carrying out the first three components of the comprehensive guidance program. It is important to realize that if the guidance program is well run, focusing heavily on the first three components, it will provide substantial support for other programs and personnel in the school and the community.

***...if the guidance program is well run...it will provide substantial support for other programs and personnel in the school and the community.***

## Program Time

Counselors' professional time is a critical element in the *Model*. How should professional certified counselors spend their time? How should this time be spread across the total program?

In this *Model*, the four program components provide the structure for making judgments about appropriate allocations of counselors' time. One criterion to be used in making such judgments is the concept of program balance. The assumption is that some counselor time should be spread across all program components, but particularly the first three. Another criterion is that different grade levels require different allocations of counselor time across the program components. For example, at the elementary level more counselor time may be spent working in the curriculum with less time spent in individual planning. In the high school, those time allocations probably would be reversed.

How personnel in a school district or school building allocate their time depends on the needs of their students and their community. Also, once chosen, the time allocations are not fixed forever. The purpose for making them is to provide direction to the program, to the administration and to the counselors involved.

Since the *Model* is a "100 percent program," 100 percent of counselors' time must be spread across the four program components. Time allocations can be changed based on newly arising needs, but nothing new can be added unless something is removed. The assumption is that professional counselors should spend 100 percent of their time on task, implementing the guidance program.

***The assumption is that professional counselors should spend 100 percent of their time on task, implementing the guidance program.***

What are some suggested percentages? As an example, the State of Missouri (Starr & Gysbers, 1988) has adopted suggested percentages of counselor time to be spent on each program component. These suggested percentages of time were recommended by Missouri counselors and administrators who had participated in the field testing of the Missouri Comprehensive Guidance Program Model:

| | **Percent** | | |
|---|---|---|---|
| | **ES** | **M/JH** | **HS** |
| Guidance Curriculum | 35-45 | 25-35 | 15-25 |
| Individual Planning | 05-10 | 15-25 | 25-35 |
| Responsive Services | 30-40 | 30-40 | 25-35 |
| System Support | 10-15 | 10-15 | 15-20 |

## Program Resources

Human resources counselors, teachers, administrators, parents, students, community members, and business and labor personnel all have roles to play in the guidance program. While counselors are the main providers of guidance and counseling services and are the coordinators of the program, the involvement, cooperation, and support of teachers and administrators is necessary for the program to be successful. The involvement, cooperation, and support of parents, community members, and business and labor personnel also is critical. A School-Community Advisory Committee is recommended to bring together the talent and energy of school and community personnel.

***A School-Community Advisory Committee is recommended to bring together the talent and energy of school and community personnel.***

The School-Community Advisory Committee acts as a liaison between the school and community and provides recommendations concerning the needs of students and the community. A primary duty of this committee is to advise those involved in the guidance program. The committee is not a policy or decision-making body; rather it is a source of advice, counsel, and support and is a communication link between those involved in the guidance program and the school and community. The committee is a permanent part of the guidance program. A community person should be the chairperson.

The use and involvement of an advisory committee will vary according to the program and the community. It is important, however, that membership be more than in name only. Members will be particularly helpful in developing and implementing the public relations plan for the community.

## Financial Resources

***The financial resources of a comprehensive guidance program are crucial to its success...***

The financial resources of a comprehensive guidance program are crucial to its success. Examples of financial resources described in the *Program Model* include budget, materials, equipment and facilities. The *Model* highlights the need for these resources through its focus on the physical space and equipment required for a comprehensive program. To make the guidance curriculum, individual planning, responsive services, and system support components function effectively, a new way to organize guidance program facilities is required.

Traditionally, guidance facilities have consisted of an office or suite of offices designed primarily to provide one-to-one counseling assistance. Such an arrangement has frequently included a reception or waiting area that serves as a browsing room where students have access to displays or files of educational and occupational information. Also, this space has typically been placed in the administrative wing of the school so that the counseling staff can be near the records and the administration.

The need for individual offices is obvious because of the continuing need to carry on individual counseling sessions. A need also exists, however, to open up guidance facilities and make them more accessible to all students, teachers, parents, and community members. One way to make guidance facilities more usable and accessible is to reorganize traditional space into a guidance center.

***One way to make guidance facilities more usable and accessible is to reorganize traditional space into a guidance center.***

A guidance center brings together available guidance information and resources and makes them easily accessible to students. The center is used for such activities as group sessions, self-exploration, and personalized research and planning. At the high school level, students receive assistance in areas such as occupational planning, job entry and placement, financial aid information and postsecondary educational opportunities. At the elementary school level, students and their parents receive information about the school, the community, and parenting skills; they also read books about personal growth and development. An area for play therapy can be provided in the guidance center.

Although the center is available for use to school staff and community members, it is student-centered, and many of the center activities are student-planned as well as student-directed. At the same time, the center is a valuable resource for teachers in their program planning and implementation. Employers, too, will find the center useful when seeking part-time or full-time workers. Clearly, the impact of the center on school and community can be substantial.

***...the center is a valuable resource for teachers in their program planning and implementation.***

If community members and parents are involved in the planning and implementation of the center and its activities, their interest could provide an impetus for the involvement of other community members. When parents and community members become involved in programs housed in the center, they gain firsthand experience with the guidance program. Through these experiences, new support for the program may develop.

The guidance center is furnished as comfortably as possible for all users. Provision is made for group as well as individual activities. Coordinating the operation of the guidance center is the responsibility of the guidance staff, but all school staff can be involved. It is recommended that at least one paraprofessional be a part of the staff to ensure that clerical tasks are carried out in a consistent and ongoing manner.

**Political Resources** Education is not simply influenced by politics, it *is* politics. The mobilization of political resources is key to a successful guidance program. Full endorsements of the guidance program by the local board of education as a "program of studies" is one example of mobilizing political resources. Another example is clear and concise school district policy statements highlighting the integral and central nature of the school's comprehensive guidance program to other programs in the school district.

***Full endorsements of the guidance program by the local board of education as a "program of studies" is one example of mobilizing political resources.***

## Putting It All Together

What does the *Program Model* look like when all of the *Model's* elements are brought together? Figure 1 (see page 12) presents the *Model* on one page so that the three program elements can be seen in relationship to each other.

Notice that the three program elements (program content, program structure, processes, and time, and program resources) represent the "means" of the program. Without these "means" in place, it is impossible to achieve the full results of the program and to fully evaluate the impact of the program on students, the school, and the community.

## Some Final Thoughts

The *Program Model*, by definition, leads to guidance activities and structured group experiences for all students. It deemphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. It is proactive rather than reactive. Counselors are busy and unavailable for unrelated administrative and clerical duties because they have a guidance program to implement. Counselors are expected to do personal and crisis counseling as well as provide structured activities for all students.

***The Program Model...deemphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. It is proactive rather than reactive.***

To fully implement the *Program Model* it is important that the program be:

1. Understood as **student development oriented**, not school maintenance/administrative oriented.
2. Operated as a **100 percent program**; the four programmatic components constitute the total program, there are no add-ons.
3. Started **the first day of school and ended on the last day of school**, not started in the middle of October with an ending time in April so that administrative, non-guidance tasks can be completed.
4. Understood as **program focused**, not position focused.
5. Understood as **education based**, not agency or clinic based.

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# Chapter 2

# Missouri Comprehensive Guidance

## A Model for Program Development, Implementation and Evaluation

**Robert J. Larivee**
**Marion F. Starr**

*The Missouri Model was developed by the Missouri Department of Elementary and Secondary Education and field tested in selected school districts during the 1984-85 school year. The program has grown from the original 22 pilot districts serving 15,000 students to over 120 school districts serving 174,000 students.*

### Introduction

Guidance as an educational program is a contemporary concept for many administrators and school counselors. School counselors and the programs for which they are responsible have the potential to make a tremendous impact on the lives of thousands of students across our state.

***School counselors and the programs for which they are responsible have the potential to make a tremendous impact on the lives of thousands of students....***

If school counselors are to reach a majority of the students in our schools, and if they are going to provide maximum program benefits for them, they must begin to redirect their efforts. They must begin to focus on the implementation of a comprehensive developmental guidance program.

The *Missouri Model (Missouri Comprehensive Guidance—A Model for Program Development, Implementation and Evaluation)* provides school districts, and the administrators and counselors responsible for guidance, with a vehicle that both makes guidance accountable and provides those maximum benefits to all students in our schools. "Excellence in Education" is a major theme within the Missouri educational system. Excellence calls for a strong and enduring commitment to our public school system and the development of a tangible, concise plan to bring about reform if this excellence is to be achieved. Comprehensive guidance programs are vital if excellence in education is to be achieved.

## Purpose and Rationale

The primary purpose of the *Missouri Comprehensive Guidance Program Model* is to help districts develop, implement, and evaluate comprehensive and systematic guidance programs, K–12. If students are to gain maximum benefits from guidance programs, then the programs must be sequential and developmental with an identified scope and sequence of program activities. In addition, the purpose of the model is to assure that guidance program efforts reach all students, that guidance is viewed as a program with specific content rather then an ancillary service, that program accountability is achieved, and that certain student competencies are attained as a result of guidance program efforts. When fully implemented, school counselors will be able to devote 100 percent of their time to the program, thus eliminating many of the nonguidance tasks now carried out by school counselors.

***If students are to gain maximum benefits from guidance programs, then the programs must be sequential and developmental ....***

Because of the need to refocus guidance activities and develop guidance within a "programmatic framework," a proposed model developed by the Missouri Department of Elementary and Secondary Education was field tested in selected school districts during the 1984-85 school year. Field testing, revision and refinement continue to be an ongoing process.

As plans for the model began to unfold, it was decided that if the program was to have the needed impact, then personnel from the public schools must play an integral role in the structuring and writing of the model. Numerous administrators and counselors have played a key role in formulating the process and procedures detailed in the comprehensive guidance program plan. The initial focus for implementation was targeted toward secondary school programs and this remained the focus until the 1987–88 school year. During the 1987–88 school year, selected sites participated in the development and field testing of the middle/junior high component of the *Comprehensive Guidance Program Model*. The elementary component is currently under development and should be available for implementation in project sites beginning with the 1989-90 school year. While it is a state model, local districts have the flexibility to modify it to meet local needs.

***While [the Missouri Model] is a state model, local districts have the flexibility to modify it to meet local needs.***

## What Is the Missouri Model

### Conceptual Framework for the Model

The *Missouri Comprehensive Guidance Program Model* has two major parts: **structural and programmatic**. The **structural** part has five components: Definition and Philosophy, Facilities, Advisory Council, Resources, and Staffing Patterns and Budget. This part is primarily concerned with the aspects of the program that do not involve contact with students, but are essential in the formulation of an overall program design. The **programmatic** part has four components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support.

***For many counselors the focus on guidance curriculum will be a major change.***

For many counselors the focus on guidance curriculum will be a major change. The **Guidance Curriculum** consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the curriculum component is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The **Guidance Curriculum** is organized around three major areas: (1) Career Planning and Exploration, (2) Knowledge of Self and Others, and (3) Educational Development. These three areas become the focus for the curriculum component at all levels K–12.

The **Individual Planning** component consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. The activities in this component are counselor planned and directed and are delivered on an individual basis, by working with individuals in small groups, or in advisement groups. Activities within the advisement groups are counselor planned and initiated and can be led by counselors, teachers, or other staff members.

The **Responsive Services** component consists of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for successful implementation of this component.

The **System Support** component consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the areas of Professional Development, Staff and Community Relations, Consultation with Teachers, Advisory Councils, Community Outreach, Program Management and Operations, and Research and Development.

## Missouri Comprehensive Guidance Program Definition

***Guidance and Counseling...is developmental by design and includes sequential activities....***

Guidance and Counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The Guidance Program includes:

1. Guidance Curriculum
2. Individual Planning
3. Responsive Services
4. System Support

The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

## Our Process of Change

Several steps are involved in implementing the program model. This process requires a lot of initial planning and effort. However, developing a comprehensive approach revitalizes the current program, making it more meaningful and responsive to changing student, school and community needs. The challenge that counselors face is how to make the transition from their current program to a comprehensive program. The organizational plan that the counselor is currently using will continue while counselors plan and initiate new concepts and activities derived from the new organizational process. As plans for implementation are developed, three points must be kept in mind: (1) Understand the necessary conditions for change in the school district or building, (2) Expect some resistance to change, and (3) Appreciate the challenges involved.

***...developing a comprehensive approach revitalizes the current program, making it more meaningful and responsive to changing student, school and community needs.***

### Implementation Plan

The implementation plan for the program model has ten primary steps designed to help local districts begin the planning and implementation process. These ten steps follow:

1. Write program definition and philosophy based on the *Missouri Comprehensive Guidance Program Model.*
2. Meet with administration and Board of Education to gain support to implement the requirements of the *Missouri Comprehensive Guidance Program Model.*
3. Select and meet with the advisory council.
4. Complete the Time and Task Analysis process.
5. Complete the Needs Assessment process for students, teachers and parents.

6. Identify student competencies that address the need areas ranked highest on the *Missouri Comprehensive Student Needs Survey.*
7. Select appropriate guidance learning activities from the *Missouri Comprehensive Guidance Curriculum* to address identified needs. Additional activities may be developed to meet local district and community needs.
8. Implement sequential guidance curriculum for each grade level or grade-level grouping.
9. Develop a master calendar for each month of the school year, categorizing activities under the appropriate components.
10. Evaluate the guidance program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

## Program Time Distribution

***...consideration must be given the allocation of time to carry out the four major components.***

If program redirection is to take place and guidance personnel are to effectively operate within the concept of a "program" then consideration must be given the allocation of time to carry out the four major components. The suggested percentages that follow are based on the results of the pilot projects carried out in approximately 65 school districts during the field test period. Districts are encouraged to manage their program within this framework in so far as possible.

**Elementary**

| | |
|---|---|
| Guidance Curriculum | 35% - 45% |
| Individual Planning | 5% - 10% |
| Responsive Services | 30% - 40% |
| System Support | 10% - 15% |
| Nonguidance | 0% |

**Middle School/Junior High Level**

| | |
|---|---|
| Guidance Curriculum | 25% - 35% |
| Individual Planning | 15% - 25% |
| Responsive Services | 30% - 40% |
| System Support | 10% - 15% |
| Nonguidance | 0% |

**High School Level**

| | |
|---|---|
| Guidance Curriculum | 15% - 20% |
| Individual Planning | 25% - 35% |
| Responsive Services | 25% - 35% |
| System Support | 15% - 25% |
| Nonguidance | 0% |

## Involvement of Significant Others

The statewide success of the *Missouri Model Program* should be based on its merits exclusively. Because the program is voluntary, its proven success at the pilot sites needed to be supplemented by a statewide marketing plan to guarantee widespread implementation.

The successful infusion of the *Model* into our schools depended on the acceptance and the endorsement of numerous publics that are setting the future direction of Missouri education. The program has grown from the original 22 pilot districts to over 120 school districts. In addition, approximately 40 districts are beginning to implement the model during the 1989–90 school year.

***The successful infusion of the Model into our schools depended on the acceptance and the endorsement of numerous publics.***

The road to success began with the understanding, acceptance and endorsement of the State Board of Education, the State Commissioner of Education, Department of Education leaders and the Missouri School Counselors Association. Because of the success of the pilot programs the *Model* was readily accepted by these groups. Next, the merits of the program were presented to the Missouri School Boards Association Membership, as well as the Missouri Association of School Administrators, the Missouri Association of Elementary School Principals and Missouri Association of Secondary School Principals.

Presenting the *Model* to educational leaders around the state was a "head on" strategy to promote the *Missouri Model*. At the same time, work was being done within the Missouri Department of Elementary and Secondary Education on the restructuring of the school classification system. This work continues to insure that each school district will have in place program standards and adequate guidance staff for a comprehensive, developmental guidance program. The standards that drive the *Missouri Model* are being incorporated into the new classification system to begin in 1991. The department continues to hold the position that implementation is voluntary, with the new classification system insuring that school districts have a comprehensive developmental guidance program.

***If a program of this magnitude is to be successfully implemented and carried out it must become a team effort involving other individuals in the school system.***

If a program of this magnitude is to be successfully implemented and carried out it must become a team effort involving other individuals in the school system. The building level administrator is one individual who is key to the success of this program. It is the building administrator who ultimately has the responsibility for the success of all programs under his/her control. It is the responsibility of the administration, both at the district and building level, to be informed about the *Missouri Comprehensive Guidance Program Model* and to approve and support the local plan to implement the *Model*. The administration should make sure that adequate time is provided for counselors to inform the school staff about the comprehensive program. The administration is also responsible for informing the community about the *Comprehensive Guidance Program* and how it will be implemented.

The involvement of the teaching staff is critical and teachers should be given the opportunity to volunteer for active participation in program planning and implementation. Counselors and teachers should have the opportunity to work together in order to plan the delivery of guidance learning activities. When practical, guidance learning activities need to be presented in appropriate content areas and the counselor and teacher, as a team, should decide when these units are to be presented.

From the beginning, and throughout the development of the *Model*, various task forces have been at work. Through the involvement of over 100 people, counselors from all school levels, building level administrators, central office staff and counselor educators—the program has been developed, improved, and put into place.

Graduate programs at Missouri's universities are a key to the long-range success of the program statewide. A joint training seminar was presented by the leadership of the School Counselors Association, counselor educators and Department of Education staff. In attendance were representatives from the counseling staff of each university as well as the chairs of educational administration staffs.

All of Missouri's counselor educations programs now require course work in comprehensive guidance based on the *Missouri Model* and its components. As well, plans are currently being developed to ensure that all education administration students have course work in the *Model*.

With these new counselors and administrators going into schools, they expect to have a comprehensive developmental guidance program. Ultimately, this will be the cornerstone for the statewide implementation of the *Missouri Comprehensive Guidance Program*.

***With these new counselors and administrators going into schools, they expect to have a comprehensive developmental guidance program.***

Finally, a statewide advisory group has been established to review the outcomes and set the direction for the program. This very active committee includes school counselors, counselor educators, school administrators and Department of Education representatives. The work of this committee resulted in the organization of a "training the trainers" program for 60 counselors who are operating a successful program. These counselors are now available as resources for new participants. The advisory group also has coordinated extensive research on the outcomes of program implementation for setting future plans.

## Future Direction of the Missouri Comprehensive Guidance Program Model

Currently approximately 125 school districts in Missouri have implemented the *Model*. For the most part this implementation has occurred at the secondary level, although several districts have developed program plans at the K–12 level. Beginning with the 1989–90 school year, the Missouri Department of Elementary and Secondary Education will assist an additional 35–40 local districts in the K–12 implementation process, as well as provide assistance to some of the original project sites to expand their programs to include the elementary and middle/junior high school levels.

Additional plans include: (1) continued inservice training; (2) a K–12 scope and sequence chart; (3) refinement of student needs assessment; (4) review and revision of the program manual to include effective program evaluation and assessment; (5) articles for various publics; (6) development of a video tape; and (7) further training and awareness for significant groups.

## Conclusion

***The school counselor, working as a member of the Guidance Department, has a responsibility to provide a comprehensive guidance program for all students....***

The school counselor, working as a member of the Guidance Department, has a responsibility to provide a comprehensive guidance program for all students in grades K–12 as well as program benefits that address the identified needs of all students. In addition, the school counselor must consult with teachers, staff and parents to enhance their effectiveness in working with students and provide support to other high school educational programs.

The school counselor has major responsibilities which center around the following:

1. Teaching and implementing the appropriate curriculum to meet the identified needs of students.
2. Guiding and counseling both groups of students and individual students through the development of educational and career plans.
3. Counseling both small groups of students and individual students with problems.

4. Consulting with teachers, staff and parents about meeting the developmental needs of students.
5. Referring students with severe problems to appropriate community resources after consultation with their parents.
6. Participating in, coordinating or conducting activities which contribute to the effective operation of the school.
7. Evaluating and revising the building guidance program.
8. Pursuing professional growth.

At the Missouri Department of Elementary and Secondary Education we believe we have found an effective means to implement a comprehensive, developmental guidance program K–12 statewide. Once a programmatic framework for guidance is in place, then school counselors and the programs for which they are responsible will truly impact on the lives of thousands of students both in our state and across our nation.

# Chapter 3

# Comprehensve Guidance in Alaska

**Jamie Buckner**
**Marie MacKenzie**

*In the 1989-90 school year counselors in Alaska are field testing the Alaska School Counselor Program Guide in five school sites, K–12, in both rural and urban districts. This Guide was developed and written by a statewide task force of counselors and is based on the Comprehensive Guidance Model.*

## Historical Perspective of Guidance and Counseling in Alaska

Many counseling and guidance programs across the nation have distinguishing features. But, few can state that their counseling and guidance programs are almost as old as their statehood. Alaska became the 49th state in 1959 and, in 1962, a group of working counselors met to draw up the first written document addressing counseling and guidance in Alaska. This document became the state standards. It is important to note that through the years the Alaskan effort has been a grass roots effort which at all times has maintained a state perspective.

***...through the years the Alaskan effort has been a grass roots effort which at all times has maintained a state perspective.***

In 1967, a State Department School Counseling Coordinator position was created. This position existed until 1976. During that period, the Alaska School Counselors Association (ASCA) was established. Excellent conferences were organized and school counselors were sent to the national professional conferences (e.g., The American Association for Counseling and Development Convention) at state and local district expense. A *Life Career Development Model: K–12* was developed under the leadership of Dr. Norman C. Gysbers in 1973. After 1976, the State Department of Education in a reorganization eliminated the School Counseling Coordinator position. Statewide services came to an abrupt halt. The Alaska School Counselors Association began to assume more responsibility for coordinating counselors and communicating with them. Professional development and training became the Counselor Association's full responsibility. Since self-preservation, adjustment to isolation, and taking care of oneself are all necessary skills for teaching in most of Alaska's schools, counselors assumed leadership with gusto. Still, it has been a difficult task under the best of circumstances to network 100 to 200 counselors scattered over a geographic area which spans the width of the "lower 48."

***...self-preservation, adjustment to isolation, and taking care of oneself are all necessary skills for teaching in most of Alaska's schools....***

The Association's leaders became more and more concerned about the lack of statewide guidelines and turned to the legislature and State Department of Education for help. In 1980 the legislature appropriated a one-time windfall for guidance and counseling which created two important statewide documents: *Promising and Practices Criteria for Excellence in Guidance and Counseling*, to assess guidance programs and provide an informational basis for establishing goals, and the *Alaska School Counseling Handbook* which is still considered the best available state resource for school counselors.

At the same time, the Department appointed an employee as Counselor Liaison to work with the leadership of the Alaska School Counselors Association. It was a small step in the right direction yet the Counselor Liaison felt powerless. First, she already had a full-time job; the Counselor Liaison title was an add-on. And second, there were still no funds appropriated for statewide guidance and counseling services. A breakthrough come in 1984 (Public Law 98-524). This created a new focus for the federal appropriations to vocational education. One of the major purposes of this Act was to "Improve and extend career guidance and counseling programs for vocational education students."

With the passage of this Act came a renewed state focus on school counseling. The Office of Adult and Vocational Education requested that the Counselor Liaison reside in their department and that this liaison also act as grants manager of the Carl D. Perkins funds. So with no School Counseling Coordinator at the state level, few administrators with any counseling or guidance background, and even fewer counseling and guidance educators, the State Department began funding statewide counseling projects via the grant process, giving an agency or district funds to conduct the targeted activities and provide technical assistance to districts.

From 1984 to the present, the Office of Adult and Vocational Education and ASCA Leadership have worked together as a team to make decisions on needs and services for Alaska school counseling. The statewide counseling projects leading to and including the development of the *Alaska School Counseling Program Guide* have been funded via a grant to The South East Regional Resource Center for coordination.

In spite of the recession, the State Department continues to show commitment to the counseling program. This year they requested a full-time Counseling Coordinator position. This position has been approved and will be staffed during the summer.

## Search for and Choice of a Model

The Carl D. Perkins Act really opened the door for development of a state comprehensive counseling plan. A statewide needs assessment revealed that change in school counseling was needed. A state *Professional Development Plan for Career and Vocational Guidance*, in concert with the Perkins Act, was to be written. This document was to be prepared by a statewide counselor team in 1985. The team was selected with their mission clearly stated: "Give counselors the opportunity to take the lead in selecting, designing and implementing professional development programs." With this clearly in mind, the team created the objective of "developing and implementing a developmental model in career and vocational guidance." This group had

***A statewide needs assessment revealed that change in school counseling was needed.***

reviewed the statewide Status and Needs Survey on School Counseling and discovered that Alaskan counselors are considered an ancillary service, often facing the demands of a local administrator. With no statewide policy, there has been no central voice to set guidelines. Counselors' roles in Alaska are enforced only by Accreditation Standards. The state does not monitor programs that are implemented by counselors.

The team felt that a model was needed to insure that all students will have some minimal services. As one concerned team member put it,

> If a counselor can now spend 80 percent of the time registering students for courses, how can one even think that all students will receive transition help in making career choices? The state can implement a program like the Alaska Career Information System but who offers it to the students? How do counselors plan their programs? Do they serve all students?

The team collected examples of exemplary programs and asked that a Task Force be appointed to develop such a model in 1987–88.

***In the long-range plan the number one counselor priority was the selection of a comprehensive model.***

The state wanted consistency and not a short-term project. In the long-range plan the number one counselor priority was the selection of a comprehensive model. Comprehensive counseling and guidance models were reviewed. Gysbers' *Comprehensive School Guidance Model* was selected because it was unique in several ways from the other models reviewed: (1) A guidance curriculum was addressed and a learning activity format included. (2) A recommended time allocation was developed for each component. (3) The *Model* was clear and easy to read. (4) The *Model* was appealing because it approached counseling and guidance as a PROGRAM. (5) It offered a method to organize what Alaskan counselors were already doing and it clearly established a process for schools to eliminate non-guidance/counseling tasks. (6) And, because needs of youth are constantly changing the *Model* offered flexibility and the opportunity to encourage creativity in diverse situations.

The group sought a model with a positive approach that incorporated the preventive, remedial, and crisis approaches.

In many regions of Alaska, only an itinerant school counselor may serve a geographic area larger than some states, so it was important to provide a model in which all school personnel could work together. It also allowed counselors more control in designing the program. The *Comprehensive School Guidance Model* allowed for the Alaska tradition of building counselor support at the grass roots level. A group of working counselors examined the *Model* and found it eminently suitable.

Timing was certainly a significant factor in the selection. Both at the state and the national levels, it appeared that a developmental model was increasingly important. Much information about developmental guidance programs was becoming available to the educational community. It was also significant that Alaskans tend to think of themselves as remote and behind the rest of the world in areas such as service and technology. But this search for a new guidance program was right on track. Dr. Norm Gysbers, already well known and respected in Alaska because of his early *Life Career Development Model* (1973), had established his credibility as someone who understands the diversity of Alaska's needs.

Everyone agreed that the right "guidance model" for the State of Alaska had been found, a model that set forth a comprehensive program of guidance and counseling firmly grounded on the principles of human growth and understanding that we sought for our state.

***Everyone agreed that the right "guidance model" for the State of Alaska had been found....***

## Strategies Alaska Used in Gaining Adoption of the Model

Counselors in Alaska have become adept at looking for every available option and opportunity that will improve counseling and guidance. In retrospect, all kinds of strategies have been employed in adopting and developing the *Alaska School Counselor Program Guide*.

***Counselors in Alaska have become adept at looking for every available option and opportunity that will improve counseling and guidance.***

### Unique Features of the State

School Counselors in Alaska deal with diversity of system and service in delivering counseling and guidance. The delivery may take place in a large urban counseling center or in a corner of a library in a rural setting. Itinerant counselors fly to Bush communities in every kind of inclement weather. Other counselors travel in snow machines in equally harsh environs to their assigned villages, usually working with Alaskan Native students. In many settings, counselors have half-time counseling and teaching assignments. Counselors must be sensitive to the many multicultural issues in our state. Currently, for all ages, the Alaskan Native suicide rate is almost four times the national average.

***Counselors must be sensitive to the many multicultural issues in our state.***

The unique features of the state had to be considered: Alaska has 437 public schools in 55 school districts and more than 103,000 students. The total population of the state is 500,000. Counselors in the last decade have almost doubled from about 100 to 200 in number. Of the 200, 25 percent serve in a K–12 capacity; 40 percent work as the only counselor in their building and/or district; and, 45 percent are considered Bush counselors. (Bush originally described large expanses of wilderness beyond the fringes of civilization inhabited by trappers and miners. Bush today has come to mean any part of Alaska not accessible by road: A community accessed by only air, water, sled or snow machine transportation is considered a Bush village, and anyone living there is someone from the Bush.)

***Bush counselors are often "itinerant" counselors.***

Bush counselors are often "itinerant" counselors. For example, in one district there are two itinerant K–12 counselors that each travel to five villages. There are 600 students in the entire district but they are scattered throughout a land area of 64,626 square miles (size of Wisconsin and Vermont). The counselors travel via plane to each of their sites.

The other "itinerant" counselors in the state are the elementary school counselors in urban areas. About 40 percent of the elementary counselors travel from one school to another to provide services. In other words, these urban elementary counselors serve two or more schools.

The schools range in size from five students (in Igiugig) to 1,908 (in an Anchorage high school). The districts they belong to also vary greatly in their enrollments, e.g., 47 of the 55 school districts enroll fewer students than one Anchorage high school. The median size of districts (which

## ALASKA

**Size: 586,412 square miles**
**Population: 539,600**

Map shows the lines of the school districts in Alaska. Names of states that are comparable in size to each district have been written within the district boundaries.

Sample School District:

### YUKON/KOYUKUK SCHOOL DISTRICT

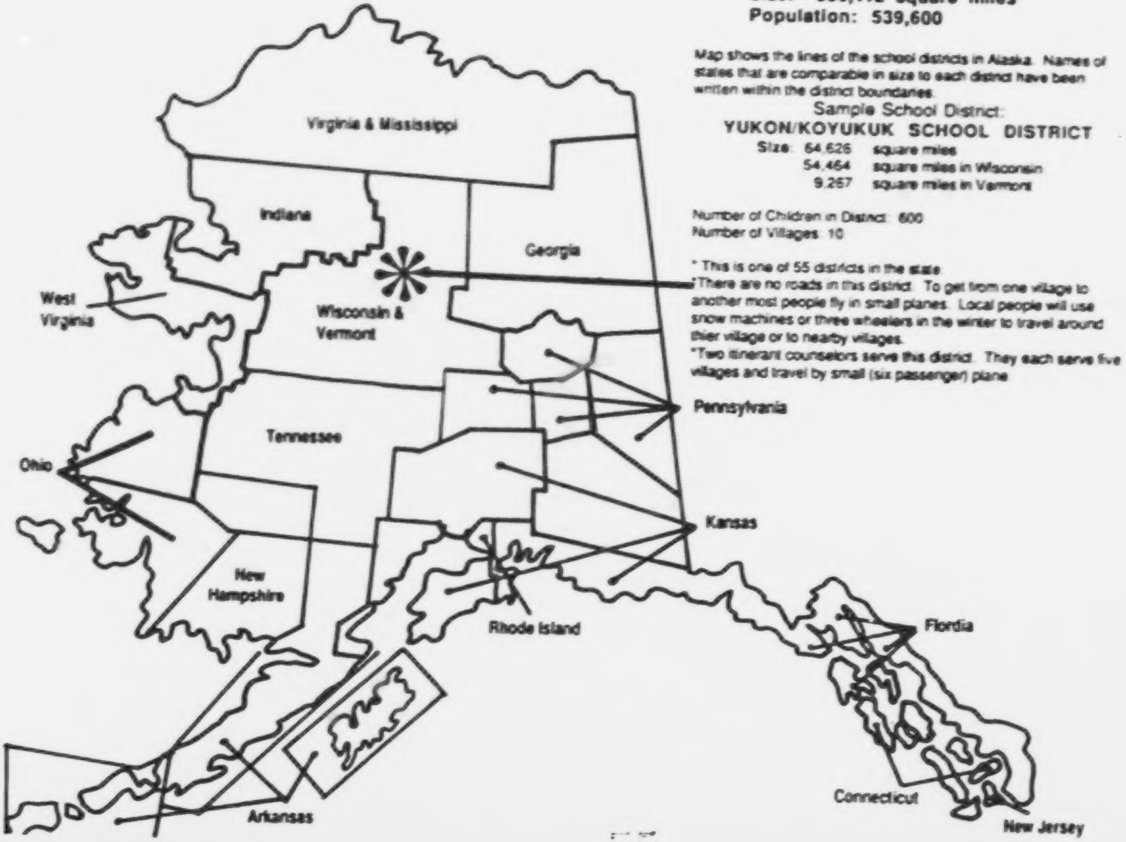
| | | |
|---|---|---|
| Size: | 64,626 | square miles |
| | 54,464 | square miles in Wisconsin |
| | 9,267 | square miles in Vermont |

Number of Children in District: 600
Number of Villages: 10

* This is one of 55 districts in the state.

*There are no roads in this district. To get from one village to another most people fly in small planes. Local people will use snow machines or three wheelers in the winter to travel around thier village or to nearby villages.

*Two itinerant counselors serve this district. They each serve five villages and travel by small (six passenger) plane.


Virginia & Mississippi
Indiana
Georgia
West Virginia
Wisconsin & Vermont
Pennsylvania
Tennessee
Ohio
Kansas
New Hampshire
Rhode Island
Flordia
Arkansas
Connecticut
New Jersey

***Most districts are generally small in terms of enrollment yet enormous in geographic size.***

range from 50 students in Pelican to over 40,000 in Anchorage) is 416 students. Most students attend public schools in their home communities.

Most districts are generally small in terms of enrollment yet enormous in geographic size. In the northern and western parts of the state and the interior, these districts serve communities that are not on the road system and whose populations are predominantly Alaska Natives.

Recognizing the special multicultural needs of Alaska is of importance to every counselor in the state. The unique needs of the Alaska Native student are being carefully addressed. The *Alaska School Counselor Program Guide* is being screened by multicultural experts to make certain the model is both sensitive and applicable to these needs.

## Preplanning and Selection of the Task Force

Preplanning and the selection of the Task Force were next on the agenda. Appointment of the Task Force had to focus on counselors coming from diverse school districts. The key was to get outstanding counselor leaders from throughout the state to serve on the Task Force. Emphasizing outreach to all regions of Alaska and to all counselors was a major part of the effort. Reassuring itinerant counselors that their concerns would be as carefully addressed as those of the urban counselors was kept in mind at all times. Information was sent through ASCA, articles were printed and presentations were made at conferences.

***Reassuring itinerant counselors that their concerns would be as carefully addressed as those of the urban counselors was kept in mind at all times.***

The Task Force was then appointed and it was made up of experts who represented elementary, middle and secondary levels. The rural and urban areas of different sizes were also represented. Two district administrators who were strong counseling supporters were appointed and a national leader, Dr. Norm Gysbers, who had developed the *Comprehensive School Guidance Model* was also added to the Task Force. The Task Force now totaled 12 members. The Project Coordinator was Jamie Buckner, assisted by Marie MacKenzie, both employees of the South East Regional Resource Center. The initial draft was developed in February 1988 during three on-site meetings that encompassed six working days. An additional teleconference was held. Because Alaska has few major road systems, Task Force members had to fly in for meetings, a most expensive process. The group had to be completely task oriented and they were successful.

***Task Force members had to fly in for meetings....The group had to be completely task oriented and they were successful.***

## Appointment of Advisory Committee

The appointment of the Advisory committee was a first for an Alaskan counseling project and a major strategy. The Advisory Committee members are mainly from Juneau (again flying people in for meetings can be prohibitive) but it has a wide variety of members. The Executive Director of the Governor's Council on Vocational and Career Education and the Professional Assistant to a state legislator are co-chairs of the Committee. The Department of Education Counselor Liaison also serves on the Committee. The 12-member committee initially met to receive background information and most importantly, define their role. This included:

1. Reviewing and making recommendations on the *Alaskan School Counseling Program Guide*.
2. Reviewing and making recommendations on the "Program Implementation Strategies."
3. Providing advice and guidance on how the Task Force can: (a) develop a plan to achieve adoption of the *Alaska School Counselor Program Guide*, with assistance from Advisory Committee members where advisable and feasible; (b) develop a networking plan with statewide policy makers, professional organizations and pertinent community groups; (c) develop a public relations plan for counselors and the *Alaska School Counselor Program Guide*; and (d) develop a plan for obtaining funding to implement the *Alaska School Counselor Program Guide*.

The group in later meetings added two subcommittees: Adoption And Finance, and Networking And Public Relations.

The Task Force shared the first draft of the *Alaska School Counselor Program Guide* with the Advisory Committee and requested input. The input was received, considered and acted upon by the Task Force. The Advisory

Committee brought enthusiasm and encouragement to the project and continues to stand ready to assist when needed.

***The Advisory Committee brought enthusiasm and encouragement to the project and continues to stand ready to assist when needed.***

### Using the Political Process

The role of the Alaska School Counselor Association (ASCA) was also important in the plan. Not only was the organization helpful in identifying counselor leaders, it also educated legislators about the purpose of the Task Force. The Association actively sought legislative support. This was most significant because nationally and statewide there had been much focus on youth. Various state Task Forces had been brought together to address this concern. These included:

1. Governor's Interim Commission on Children and Youth (GICCY)
2. Hensley's Suicide Committee
3. Governor's Council on Vocational & Career Education
4. The Alaska Coalition for Education

The groups acknowledge the important role the school counselor plays. The most prestigious group was "The Governor's Interim Commission on Children and Youth." One of this Commission's main recommendations was to "Initiate and expand School Counseling Programs in grades K-12, especially at the elementary level." Anchorage, the largest school district in the state, responded by hiring their first nine elementary counselors in the 1988-89 school year. In the 1989-90 school year, budget permitting, they hope to add thirteen more elementary counselors.

### Public Relations Techniques

***Public relations techniques were certainly a major strategy.***

Public relations techniques were certainly a major strategy. Conference presentations, newsletters, distributions of brochures, local school inservice, school board presentations and articles for the media have all been utilized. A printed script was also prepared so that presentations would be uniform. A video for training on the *Guide* is currently high on the wish list. Resolutions that urge the state government of Alaska to initiate, expand, and fund counseling programs in grades K–12 have now been adopted by:

| | |
|---|---|
| ASCA Executive Board | October 21, 1988 |
| ASCA General Membership | October 22, 1988 |
| Alaska Association of Elementary School Principals | October 18, 1988 |
| Alaska Association of Secondary School Principals | October 18, 1988 |
| Alaska Association of School Administrators | November 11, 1988 |
| Alaska State Vocational Association | October 22, 1988 |
| The Lake and Peninsula School District | January 13, 1988 |
| National Education Association has endorsed K–12 counseling programs | January 1988 |

On May 2, 1989 a special presentation was made on the *Alaska School Counselor Program Guide* to the Alaska State School Board. A most articulate Task Force member was selected to address the group. The Board took immediate action. They adopted the *Alaska School Counselor Program Guide* as the state model! They also passed a motion to adopt the National School Boards Association resolution on Guidance and Counseling which reads:

> The Alaska State School Board (ASSB) encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. ASSB also urges local boards, state educational agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs. (Resolution adopted at regular ASSB meeting May 2, 1989.)

### Incorporating the National Career Development Guidelines by NOICC

The NOICC (National Occupational Information Coordinating Committee) and SOICC (State Occupational Information Coordinating Committee) leadership were also helpful in the process. They have shared pertinent information and exerted leadership. NOICC also invited three members of the Task Force to join the training in Portland, Oregon on how to use the National Career Development Guidelines. It was reassuring to find out that the *Alaska School Counselor Program Guide* fit into the national model. The national model includes some particularly helpful portions that pertain to the development of student competencies as well as the development of evaluation criteria.

***The national model includes some particularly helpful portions that pertain to the development of student competencies....***

## Selection and Training of Field-test Sites

The program is now moving into the first steps of implementation. The Office of Adult and Vocational Education will sponsor the selection and training of five field-test sites for implementation during the 1989–90 school year. The South East Regional Resource Center personnel will coordinate the project.

There will be many people watching as the five field-test sites begin implementing the *Guide*. The success and enthusiasm of each site will play a key role in the future implementation of comprehensive school counseling programs throughout the state. It is critical that these sites receive adequate technical assistance and that the staff understand the critical role they play in the future of school counseling in Alaska.

## State Department Technical Assistance

The Department of Education has added a full time School Counseling Coordinator position to their Basic Education Unit. The position was approved during the legislative session which ended May 1989. It is anticipated that this coordinator will assist in providing the necessary technical assistance for implementation of the program.

It is very important that technical assistance be available, especially in the rural areas. The needs of the itinerant counselors who work in the Bush and may fly to a different village every other day, will be far different than those of the urban counselors who already have other counselors for support, materials easily available, and perhaps even clerical and counseling aids. The State Board of Education will need to be constantly apprised, perhaps by newsletter, of the status of the first five field-testing programs.

***It is very important that technical assistance be available, especially in the rural areas.***

## Project Successes

The major areas of achievement to date have been: (1) statewide recognition that change is needed in counseling programs; (2) the consensus that a comprehensive, developmental school counseling program should be implemented throughout the state; (3) the actual writing of the comprehensive *Alaska School Counselor Program Guide*; and, (4) the endorsement of the *Guide* by the Alaska State School Board.

### The Advisory Committee

The Advisory Committee has proved to be the biggest support and most positive force behind the project. Their participation went far beyond what was originally anticipated. After the initial writing of the comprehensive program, Advisory Committee members chose to become an ad hoc committee rather than disband. They wanted to be available to reconvene when needed and have volunteered to present the *Alaska School Counselor Program Guide* to the State School Board.

The utilization of these professionals has given increased respect to the project. The *Alaska School Counselor Program Guide* is viewed as important and credible because influential people, other than school counselors, speak on its behalf. Members of the Advisory Committee include legislative representatives, the Director of the Governor's Council on Vocational and Career Education, a university dean, State Department of Education officials, Native leaders, a school principal and a Department of Labor SOICC representative.

***The Alaska School Counselor Program Guide is viewed as important and credible because influential people, other than school counselors, speak on its behalf.***

### Adoption of Resolutions

*...important counseling resolutions have been adopted by six statewide associations, one local school district and two executive boards....*

The political component has been powerful. The Alaska School Counseling Association president, president-elect and government relations chair as well as two past presidents were on the Task Force. They, in turn, have publicized and supported the importance of developing a statewide comprehensive guide and promoted it to other school counselors, legislators and education leaders throughout the state. As a result, important counseling resolutions have been adopted by six statewide associations, one local school district and two executive boards during the past six months. The adopted resolutions are listed in the *Alaska School Counseling Program Guide*.

### Endorsement of the *Guide* by the Alaska State School Board

When the development of the *Alaska School Counselor Program Guide* first started, an implementation plan was outlined. Based on previous experiences in our state, it was decided that no formal requests would be made to our State School Board until a quality school counseling program was designed and the need and support for its implementation demonstrated. We wanted the support of counselors and local administrators before seeking State School Board endorsement.

*The Board endorsed the "Guide" as the state model.... Their support has added tremendous momentum to future implementation.*

We provided information to the Board about the project. They knew that a program was being designed. As soon as the *Guide* was printed, each Board member was sent a copy and a presentation was scheduled on the Board agenda. The Board endorsed the *Guide* as the state model at this first presentation! Their endorsement acknowledged their recognition of a need for change in school counseling programs. Their support has added tremendous momentum to future implementation.

### Creation of a Counseling Coordinator Position at the Department of Education

The creation of a Counseling Coordinator at the Department of Education has been a continuing goal of Alaska counselors. This year, for the first time since 1976, the Department built two counseling coordinator positions into their budget. One position has been approved by the legislature. The position is expected to be filled during the summer of 1989. The enthusiasm among counselors is overwhelming. This person will add long overdue continuity to counseling services and provide statewide coordination.

## Requests for the Comprehensive *Guide*

The *Alaska School Counselor Program Guide* is now available to districts as a "Working Document." It has undergone six revisions by the Task Force in one year's time. This is the *Guide*'s first public release. Of the 55 school districts, 34 have mailed written requests to the project coordinator for a copy of this document. Requests for additional information have been made by school superintendents, school board members, building principals and counselors. These requests were mainly from the information brochure which included a tear-off request card which could be filled out, stamped and dropped in the mail.

## Evaluation of Presentations

A presentation packet was developed for Task Force Members to use when making a presentation on the *Alaska School Counselor Program Guide*, e.g., an overview during a school staff meeting, a workshop for a counselor meeting or a school board presentation. An evaluation form was included in the packet. The form was collected at the end of each presentation and submitted to the project coordinator. Evaluations have been completed by school counselors and administrators at the Alaska School Counselors Association of School Boards State Conference, by community members at the initial joint meeting of the Task Force and Advisory Committee and by local school staff at three local district presentations.

The ratings were: 1 = poor, 2 = fair, 3 = average, 4 = very good, and, 5 = excellent. Of the 92 evaluations received by the project coordinator, the overall workshop average was 4.92 (near excellent). In other words, Alaskan educators are positive about the idea of a comprehensive school counseling plan for our state. The most frequent comments have been "It's about time we have a counseling program guide" and "I'm anxious to receive the document."

### Department of Education Enthusiasm

The money for the development of this comprehensive guide was given to the South East Regional Resource Center (a non-profit agency) by the Department of Education, Office of Adult and Vocational Education. These funds were used for project development, delivery and technical assistance. As the project unfolds there is a growing feeling of pride and ownership of the project by the State Department. The Commissioner of Education has been involved from the initial stages and has appointed several of his key personnel to serve on the Advisory Committee. Educational Program Support, the Rural and Native Issues Unit, the Health and Equity Unit and the Office of Adult and Vocational Education have joined together to coordinate support efforts for this statewide counseling project.

***As the project unfolds there is a growing feeling of pride and ownership of the project by the State Department.***

### Additional Support Groups

Other interest groups continue to promote the need for counseling services and school counselors as well as the need for a comprehensive developmental model for the state. The "all powerful" Coalition on Education, made up of the State School Board, Alaska School Boards Association, National Education Association, State Parent Teacher Association, Alaska Superintendents Association, Municipal League and Chamber of Commerce, is the most influential group now supporting school counseling.

## Future Plans

### Field-testing of Guide

The Department of Education, Office of Adult and Vocational Education has released funds to SERRC (which include Carl Perkins Federal allocations) for the first year of field-testing of the *Alaska School Counselor Program Guide*. It is to be field-tested in five school sites, grades K–12, including both rural and urban districts during the

1989–90 school year. It is anticipated that a minimum of two years will be needed for comprehensive field-testing and revision, leading to implementation of the model program in districts statewide. The *Alaska School Counselor Program Guide* is written as a "Working Document" so that revisions and additions made during field-testing can be easily incorporated.

***It is anticipated that a minimum of two years will be needed for comprehensive field-testing and revision....***

During the first year, field-test sites are expected to: (1) write their program definition and philosophy based on the *Alaska School Counselor Program*; (2) meet with administration and local Board of Education to gain support to implement the requirements of the *Alaska School Counselor Program*; (3) select and meet with the local Advisory Committee; (4) complete a counselor time and task analysis process; and, (5) complete the needs assessment process for students, teachers and parents and review results with administration.

Task Force members, including National facilitator, Dr. Norm Gysbers, will be the key personnel used to train the staff in field-testing sites. These people are our Experts! They have specific understanding of the *Alaska School Counselor Program Guide* because they are the counselors and counseling coordinators who developed the *Guide*. It is essential to use their expertise and enthusiasm for sharing with other statewide groups.

During the second year, field-test sites are expected to: (1) identify student competencies that address the greatest needs of their students; (2) select appropriate learning activities to meet district and community needs; (3) implement sequential counseling curriculum for each grade level or grade-level grouping; (4) develop a master calendar for each month of the school year; and, (5) evaluate the counseling program.

## Dissemination of Information and Training

While field-testing is being conducted, it is important to keep the rest of the public interested and informed about the *Alaska School Counselor Program Guide* and the implementation process. Various public relations methods will be used. Specific training will be offered for those wishing to

***While field-testing is being conducted, it is important to keep the rest of the public interested and informed about the Alaska School Counselor Program Guide....***

adopt and implement the *Guide*. These various methods are described in greater detail below:

**Offer Graduate Courses.** Advisory Committee and community members have recommended that University courses be offered on comprehensive, developmental guidance and counseling. Specific courses should address the implementation of the *Alaska School Counselor Program Guide* for school counselors, administrators, teachers and school board members. It is proposed to offer this course during the summer of 1990 at the Alaska Staff Development Network Summer Academy, organized by the Department of Education, University of Alaska, local school districts, and others, and held on the University of Alaska Campuses in Anchorage, Fairbanks and Juneau. The summer courses are eight hours per day for one week. Educators can attend immediately after school closes and still have a summer break. Thus, this is a very popular summer course plan for Alaskan educators and is a way to teach educators about the importance of a comprehensive school counseling program and help train staff for implementation of the developmental *Guide*.

**Continue Presentations.** As the *Guide* goes to five field sites it is still a new or "never heard of" concept for many educators and community members. The need to continue presenting the *Alaska School Counselor Program Guide* to counselors, administrators, parents and community groups is necessary. Brochures will be distributed at all major educational conferences. Task Force Members and new field-test staff will be asked to make local presentations when appropriate.

Counselor training programs will be targeted for presentations during the 1989–90 school year.

**Develop a Training Tape.** With declining revenues, air travel for training is a barrier. By videotaping the sessions of the first field-test groups, and the sessions at the Alaska Staff Development Network Summer Academy, a training tape will then be available to distribute to any sites requesting additional help.

**Use Teleconferencing for Meeting.** The use of teleconference calls is already a familiar process to Alaskans. All field-test sites can join together for regular meetings, share experiences and receive some training via the teleconference system.

### Additional Implementation Sites

During the 1990-91 school year additional school sites will be selected as implementation sites. They will continue the two year cycle of field-testing. It is proposed that each year a minimum of five to ten sites will begin implementation until all sites who want to offer a comprehensive school counseling program are trained.

### Emphasis on Parent Groups

Parents were recognized by both the Task Force and Advisory Committee as a most important resource and most valued support group. It is the intent to focus more on parent presentations at the state and local levels via PTA and Parent Advisory Boards.

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## Advice to New Implementers

We have all learned a great deal as we have advanced the goal of a working school counseling program guide. As with any new project, there have been successes and pitfalls. This Alaskan *Guide* has yet to be field-tested, thus the following advice relates only to the initial development and acceptance of the comprehensive model.

### Appoint a Project Coordinator

When making substantial changes, either on a state or district level, it is imperative that someone be "in charge," one person who can keep all the various pieces together. At a state level this can be the Counseling Coordinator or a project coordinator contracted via the grant process. At a district level this could be the District Counseling Coordinator or one key counselor. At either level this person needs to be extremely organized, have a broad perspective about guidance and counseling needs and be well respected by colleagues.

***When making substantial changes, either on a state or district level, it is imperative that someone be "in charge."***

### Counselor Ownership of the Model is Essential

Even though the basic developmental guidance and counseling structure is already developed, it is imperative that counselors both at a state and local level are given the task of adopting/adapting the model. A statewide Task Force is essential for a state model, as is a district counseling committee for school district adoption.

### Carefully Select the Task Force and Advisory Committee

Careful selection of these team members equates with high level success rather than heartbreak. Use a selection team to nominate members. The project coordinator, a state counselor leader, and the Department of Education School Counseling Coordinator make a good selection team.

***Task Force members must be well respected among their colleagues and represent each counseling level and each geographic area.***

Task Force members must be well respected among their colleagues and represent each counseling level and each geographic area. They must be progressive thinkers and knowledgeable about their field. They must be task oriented because there is much to do in a very short period of time.

The Advisory Committee lacked two important members: a student representative and a member of private industry. These two individuals should be on both the statewide committee and on local school district counseling committees.

### Keep the Momentum Going

If you are the Project Coordinator or are part of the team responsible for public relations, there will be times when you are scheduled for other things, e.g., to work on other projects, perhaps write reports, or even to rest. You must be flexible. In Alaska the project has been so widely embraced (beyond all expectations) that project staff really had to shift gears. Many of the plans for year two were moved forward. The momentum was so forceful that key players had to keep going, producing additional handouts, responding to unexpected requests for all kinds of information, and meeting requests to make special presentations.

## Give Recognition When Recognition is Due

The time, concentration, hard work and commitment necessary for a project of this magnitude to succeed must be recognized. People involved need some hugs, thanks, stars and general praise along the way. Some of the recognition ideas used this past year include:

***People involved need some hugs, thanks, stars and general praise along the way.***

1. The Alaska School Counselors Association funded the refreshments at the initial Task Force/Advisory Committee meeting. A simple sign, nicely printed, was displayed saying "YOU ARE IMPORTANT" and "Refreshments Compliments of the Alaska School Counselors Association."
2. The success of the initial Task Force/Advisory Committee Meeting was seen as crucial to the project. All members were presented with a Certificate of Appreciation signed by the Commissioner of Education and the Director of the Office of Adult and Vocational Education. An Alaska School Counselors Association pin was given to each Advisory Committee Member along with a note that stated how important that person was to the project and that the Association recognized their services.

***The success of the initial Task Force/Advisory Committee Meeting was seen as crucial to the project.***

3. Pictures were taken at most of the meetings and used in a variety of ways. For example, a 3-1/2" x 5" group picture of the Task Force was matted in a bright color. Names were typed on labels and attached to the back of the pictures. One of these was sent to each member as a "Thank You" from the project coordinator. It was felt that if each picture was matted the recipient would be more likely to display it in his/her office. Also, a wall display was made by a graphic designer using several pictures including one of the Commissioner of Education, the Director of the Office of Adult and Vocational Education, and the counselor liaison. This display has been used at state conferences, at the Department of Education and at a display during American Vocational Education Week.
4. During National School Counseling Week the Task Force members sent flowers with signed Valentine cards to important supporters of the *Alaska School*

*Counseling Program Guide*. The cards were signed at the most recent Task Force meeting, making the gift very personal.

5. Personal, handwritten "Thank You" notes are always appreciated. A small note of encouragement to the project coordinator will keep momentum going even when the work load seems overwhelming. A special comment to an Advisory Committee member who makes extra contributions is not only good public relations but personally rewarding.
6. A letter recognizing the hard work of the project coordinator was sent to her boss! This may be one of the best PR strategies. The project coordinator received praise via the letter, but the boss also gave her additional positive remarks and filed the letter in her personnel file. We all want our boss to know that we are working hard. Having someone else tell this to the boss is a special bonus. Consider this strategy when you want to offer special thanks to someone, when it is sincere and warranted. It will be more appreciated than pictures, candy, or flowers and the cost is minimal.

***A small note of encouragement to the project coordinator will keep momentum going even when the work load seems overwhelming.***

## Be Receptive to Changes in the Document

Ownership is essential but, at the same time, the Task Force members and project coordinator must be receptive to changing the document when appropriate and allowing other counselors in other school districts to make adjustments to fit their situation.

## Keep the Project in Front of the Public

Alaskans learned many lessons in the winter of 1989 when the whales were saved in the coastal waters near Barrow, Alaska. Alaska's counselors, for example, learned that if you keep a project before the public you stand to gain all kinds of unexpected support (along with criticism) from every type of viewer. Counselors must never pass up a chance to distribute brochures at conferences, make workshop presentations or talk to the media. When you discuss your project there is bound to be some criticism, but the overwhelming support gained will outweigh the jeers.

***Counselors must never pass up a chance to distribute brochures at conferences, make workshop presentations or talk to the media.***

## Utilize State and National Experts as Trainers

When training is planned always use the best trainers available. Select national experts in the field of comprehensive guidance to begin the project. Once staff is trained within the state, use these people to conduct training.

We selected Dr. Norman Gysbers to help us begin our project. Now members of the statewide Task Force are the key trainers. These members have specific understanding of the *Alaska School Counselor Program Guide* because they are the counselors and counseling coordinators who developed the *Guide*. They are known to be professional and well respected by colleagues (they were selected as team members because of their talents). It is essential to use their expertise and enthusiasm for sharing with other statewide groups.

## Seek State Board of Education Endorsement

Requesting State School Board of Education endorsement of the state model for school counseling should be a major goal of all states. Preparing for the presentation ensures that attention to quality and detail has been addressed. It adds credibility to counseling and is a great public relations strategy.

## Focus on Statewide Issues

Your project coordinator and committee members must maintain a statewide perspective. Tune in to the issues that are currently being addressed by other state leaders. What are the issues facing your legislature? What topics continue to surface in the newspapers and on the news? If you want statewide support for a comprehensive guidance program you must address current issues.

***If you want statewide support for a comprehensive guidance program you must address current issues.***

In 1988 the *Anchorage Daily News* received the Pulitzer Prize for a 10-week series titled "People in Peril." The series focused on the Alaska Native population and the many at-risk issues faced in villages across the state, e.g., alcoholism, fetal alcohol syndrome, teen pregnancy and the epidemic levels of suicide. This series aroused leaders throughout Alaska to take immediate action. It was a critical time for school counselors to get involved, to publicize their roles and participate in outlining solutions.

The *Alaska School Counselor Program Guide* Task Force members served on various committees established to address these problems. The findings of these groups were incorporated into our *Guide*. The statewide concern for Alaska's youth provided us with a forum for discussing the need for comprehensive school counseling programs.

## Resources

South East Regional Resource Center. (1989). *Alaska school counseling program guide*. Juneau, AK: Author. (ERIC Document Reproduction Service No. CG 021 994)

# Chapter 4

# Comprehensive Guidance in Montgomery County, Maryland

**John P. Goodloe**

*Montgomery County Maryland Public Schools serve a county that covers 500 miles and has more than 685,000 inhabitants: It is one of the 20 largest school systems in the nation as well as one of the most affluent. The process of revitalizing the guidance program in the Montgomery County Public Schools began in the early 1980s.*

## Introduction

How many times have you ever considered changing your means of regular transportation? After coming to the conclusion that a change is necessary and that another car would be appropriate, quite a few questions need to be answered: "Should I get a new car or a late model, previously owned vehicle?" "What size car does my family need?" "Do I get a standard or automatic transmission?" "Which dealership should I patronize?" "What have others said about certain models?" "Which car is most convenient?" "What does *Consumer Reports* say?" "Do I know reliable mechanics who can expertly work on my car of choice?"

Believe it or not, the above decision-making scenario is analogous to the process of implementing a new system-wide guidance and counseling program: Do we really need to change our guidance and counseling program? Are students well served by our current program? Should we rework what we have or start over completely? Where do we start looking for model programs? What is the state of Maryland saying now about guidance and counseling? Do consultants exist "out there" who can work with us to develop a new way of delivering guidance and counseling? Is there a difference between seeing guidance and counseling as a service or as a program? Do any national movements exist that are encouraging change in the area of guidance and counseling? Do we have professionals in our own system who can plan, design, develop, implement, and evaluate a new and different guidance and counseling program? Is this program going to meet the needs of all of our students? Can others be involved in program delivery? What kinds of training and resources are necessary for the counselors, administrators, and other staff members?

***Do any national movements exist that are encouraging change in the area of guidance and counseling?***

These questions and many, many others were asked and are continuing to be asked as Montgomery County Public Schools (MCPS) in Maryland proceeds with the implementation of our *Comprehensive Guidance and Counseling Program.* Montgomery County is a suburb just north of Washington, D.C. and is among the ten most affluent counties in the nation. The public school system is the third largest of Maryland's 24 school systems and one of the 20 largest in the nation. It serves a county that covers 500 miles and has more than 685,000 inhabitants.

Montgomery County has 162 schools: 20 high schools, 22 middle schools, 111 elementary schools, and nine facilities providing career and vocational education and special education. The number of schools is growing as the school-age population continues to increase. The county presently employs 254 counselors. This number is also continuing to grow.

In the following pages we will provide a look at what we have done in the Montgomery County Public Schools to change our program and revitalize guidance and counseling, an all-important area of our students' school lives. Dr. Norman Gysbers, counselor educator at the University of Missouri, was instrumental in the framing of what we now call our guidance and counseling program. His efforts on our behalf continue and we anticipate that he will be a part of our program for some time to come.

This problem-solving "change adventure" that we began was not without its ups and downs, frustrations and exhilarations. We certainly came in for our share of complaints as well as praise. Yet, we can confidently say that guidance and counseling in the Montgomery County Public Schools will never be the same as the result of our *Comprehensive Guidance and Counseling Program (CGCP).*

***This problem-solving "change adventure" that we began was not without its ups and downs, frustrations and exhilarations.***

## County Needs and Program Adoption

Maryland's Pupil Services plan includes the following three broad goals for guidance programs in the Maryland schools:

1. Guidance programs in Maryland shall facilitate the personal and academic growth of all students.
2. Guidance programs in Maryland shall ensure the development of educational and decision making skills of all students.
3. Guidance programs in Maryland shall promote the development of interpersonal skills among all students.

These goals address three broad areas of students' needs at all grade levels (K–12) as reported by parents, teachers, and students statewide. In addition, general student outcomes (competencies) which relate to each of the goals were established. A philosophy and definition of the School Guidance Program in Maryland established the basic foundation for programming at the local level.

The adoption of program structure is merely a first step in establishing a comprehensive guidance program. According to our consultant (Gysbers), guidance staff must also recognize the following basic assumptions that will form the foundation of the program:

- A guidance program is developmental.
- A guidance program has a curriculum through which all students acquire skills to handle developmentally appropriate tasks.

***...adoption of program structure is merely a first step in establishing a comprehensive guidance program***

- A guidance program is an integral part of the overall K–12 educational program of the school.

In addition, a comprehensive developmental program leads to a guidance curriculum as well as structural group experiences for all students. Such a program deemphasizes administrative and clerical tasks, one-to-one counseling and limited accountability. The counseling staff is not expected to wait in their offices for students to drop in. Afterall, they have a program to implement!

***The counseling staff is not expected to wait in their offices for students to drop in. Afterall, they have a program to implement!***

In the early 1980's the Board of Education in MCPS heard from the community that they were dissatisfied with guidance services. Counselors were generally seen as paper-pushers and schedule changers, but not as student advocates. The Board directed the superintendent of schools to ask our Department of Educational Accountability to conduct a study of guidance and counseling in Montgomery County. The report, *A Study of the Guidance Program and Its Management in the Montgomery County Public Schools*, made four recommendations, two of which are cited below:

1. Develop a coherent and comprehensive guidance program that is similar to their subject-matter programs. Provide guidelines for program monitoring and evaluation and resources for staff training and professional growth.
2. Develop a new management structure which gives support for program development and service delivery as well as an effective mechanism for program monitoring.

The Board accepted DEA's Study and directed the superintendent to move ahead with the recommendations. At the same time (1985) the Maryland State Department of Education State By-law on Special Instructional Programs went into effect. Within the by-law "School Guidance Programs" were defined and goals and subgoals outlined. The three basic assumptions referred to earlier were translated into the three areas of program emphasis in MCPS. The subgoals became the student competencies or objectives that address the areas of emphases.

The program is developmental because the areas of emphases are the same for all students, K–12, though the competencies change depending on the students' grade level.

We hired Dr. Norman Gysbers, a counselor/educator renowned for his books and articles on guidance and counseling, and solicited his services as our consultant. We knew we had to start from ground zero to establish a visible, countywide program. The model that Dr. Gysbers introduced us to met the needs of our local system. We wanted our program to be both competency and accountability based, easily understood by both the community and educators, designed for **all** students, and recognized by school staff and community. A program "designed for all students" was of great importance to us as counselors because of complaints we had received that some students were not being adequately served by counselors. We were committed to addressing three of the Board's overall goals or priorities: (1) high academic achievement for all students, (2) specific emphasis on the high academic achievement of minority students, and (3) the development of independent learners among our students. The Gysbers *Model* provided a sound structure around which we could shape our own *Comprehensive Guidance and Counseling Program.*

***We wanted our program to be...easily understood by both the community and educators, designed for all students, and recognized by school staff and community.***

## Strategies for Adopting the Comprehensive Guidance Model

The Department of Educational Accountability study involved 17 of the 100 elementary schools, 11 of the 21 junior high/intermediate/middle (J/I/M) schools and 10 of the 20 senior high schools. Information was sought from principals, counselors, teachers, parents, and students to help answer the study questions. Data collection activities included a review of MCPS's policies and regulations and analysis of data obtained through counselor logs, counselor observations, counselor questionnaires, student questionnaires, teacher questionnaires, parent interviews, principal interviews and surveys of guidance and counseling programs in other school systems within Maryland.

After reviewing the Study, the Board of Education provided funding to implement this project. The Guidance Unit moved to the Office of Instruction and Program Development (OIPD) from the Deputy Superintendent's Office. This helped to define guidance and counseling as a vital part of MCPS's program rather than as an ancillary service.

Norm Gysbers explained the guidance and counseling model he was developing in Missouri to the supervisor of guidance and the associate superintendent in OIPD. Both leaders felt this model would lend itself very well to the county's needs. Top management staff were now committed to the project.

**_Allowing counselors to design the program was an excellent idea because they are able to better reflect the variety of needs of the students._**

A meeting with Norm Gysbers and the Chairperson of the Board's Advisory Committee on Counseling and Guidance was arranged so that the community could be involved in the selection process. A steering committee of counselors, administrators, teachers and parents was formed to provide suggestions, criticisms, and ideas as the program evolved. The steering committee met with the consultant, who explained the *Model* and answered questions. School staff and the community became committed to the project. Allowing counselors to design the program was an excellent idea because they are able to better reflect the variety of needs of the students, of the individual schools, and of the different communities in a large school system. It also gives counselors the opportunity to design the materials they will be using in their work and creates a sense of commitment to making the program work in the schools. Five counselors were selected from each of the three levels, elementary, J/I/M and senior high. Counselors were selected on the basis of their writing ability and leadership skills.

The first of three writing workshops began in the summer of 1985. The writing teams met for two days with Norm Gysbers, who presented the *Comprehensive Guidance and Counseling Model* with delivery methods, explained strategies for implementing a new program, and described the kinds of materials counselors need to implement the program. Norm Gysbers gave Montgomery County the map for a journey to create a competency based K–12 guidance program. What vehicle would we use to start this trip? What have others said about such as vehicle?

For two weeks 15 counselors and three central office guidance staff members worked to plot out the journey on the map they had been given. At the end of this period, the K–12 competencies were finalized, time management plans formed, a handbook of guidance activities to support the competencies developed, and a five-year countywide implementation plan put in place. (The new car purchased for the journey was ready for the trial run.) The MCPS *Comprehensive Guidance and Counseling Program (CGCP)* was ready to venture into the unknown with gas and a map of how to get the new program going.

Plans were made for beginning the trip and schools were selected to pilot the program. A budget for instructional materials to support the *CGCP* was allocated ($300 per elementary and $500 per secondary school). August training sessions were set up for administrators and counselors in the pilot schools and the Steering Committee invited. The superintendent and deputy superintendent spoke to the group about the importance of the program and gave their support to making the program work. The journey had begun.

Pilot schools began the *CGCP* by introducing it to their entire staff at fall faculty meetings. The Central Guidance Unit went to schools to assist in the presentations or to help the school guidance staff plan their presentation. The *CGCP* was printed in draft form and transparencies were developed to present the *CGCP* countywide to all counselors, building administrators, supervisory staffs at area or regional levels, Central Office staff, and parents. The first mile of the journey was quickly covered.

A flat tire occurred in November when we realized that we had not allocated enough training time for counselors as they initiated the program. Counselor resistance to change, and the perception of the program as an "add-on" were surfacing as problems. We patched the flat tire by having the counselors in the pilot schools meet four times during the year to discuss what was and was not working. This training was planned and conducted by the Central Guidance Unit. Counselors were involved in deciding what roads would be selected for the trip. Furthermore, the Central Guidance Unit began working with school guidance staffs to dispel the "add-on" mind-set counselors had, and to present the meaning of all this change. We had to sell the program as well to principals, instructional supervisors, and counselors.

***Counselor resistance to change, and the perception of the program as an "add-on" were surfacing as problems.***

***...the Central Guidance Unit began working with school guidance staffs to dispel the "add-on" mind-set counselors had....***

Toward the end of the year our new car developed a knock in the engine and was sent to the shop for a tune-up. Counselors articulated several major problems: gaining access to students for the program, lack of materials for guidance instruction, time demands on counselors for non-counseling duties, and budget for additional staff and materials. To deal with these issues eight strategies were devised:

1. Counselors became part of their school's instructional leadership team to help others understand the importance of the program and the necessity of having access to the students.
2. Guidance competencies were matched with academic competencies so that counselors and teachers were working together to deliver the guidance program.
3. Clerical support was provided for peak work time in the schools' guidance offices.
4. Twelve month guidance secretaries were budgeted for senior and mid-level schools.
5. Writing workshops were planned for two additional summers to refine and develop the materials in the guidance program.
6. Stipend training was provided for counselors as a part of program implementation and regular professional development.
7. State grant proposals were written to support the program with training.
8. Lending libraries for sharing counseling materials were developed in the county.

The new car was back on the road. It has a few scratches and a minor dent but the journey continues with higher octane fuel.

### Support of Central Guidance Unit Key to Program Success

The Central Guidance Unit's part in this whole process continues to be key. We solicited and then recommended schools for piloting, subsequent to that first year. Since the need for pre-training before implementation became obvious to us, we designed and conducted inservice sessions with counselors and principals in the spring preceding their implementation year. The benefit of this training was immeasurable. Counselors and principals already in the program shared their feelings, reactions, and opinions about the *CGCP* to those about to enter.

The Central Guidance Unit held regular meetings with the new schools to give them an opportunity to share their setbacks and successes. This sharing proved productive, both as a resource for counselors and as a sounding board for them.

As part of our effort to convince the administrators and executive staff members that our model was the "way to travel," we met with each administrative area (region) within the county. The terrain here was quite bumpy indeed, but the model held up under repeated stress tests. A major question from each principal was "How is this program going to benefit my school?" We then provided short- and long-term advantages of the program. Most of the disadvantages were associated with change.

***...the model held up under repeated stress tests.***

The Central Guidance Office must keep their hands on the wheel if they are to continue to control the direction of the program. We have come to understand the necessity of staying in touch with the operation of the program in the school through formal and informal visits and communications.

***We have come to understand the necessity of staying in touch with the operation of the program in the school....***

## Program Evaluation and Next Steps

How successful has the program been to date? Sooner or later every car owner agonizes over whether to "maintain or modernize." The decision must be made to keep, junk, trade, or buy a new car. Only a cost/benefit analysis can help resolve this dilemma. Simply stated: "Does the immediate expense or *cost* produce the desired results or *benefits*?"

The two prongs of the dilemma are as follows:

If your old gray station wagon meets your transportation needs, then modernizing may be unnecessary and even extravagant, BUT if a new car provides greater reliability and service, then the investment can be justified and must be made.

To be a bit more specific, keeping the old wagon avoids the burdensome monthly car payments. But the cost of maintenance can soon deplete any short-term savings. As the mechanic in the oil filter commercial gleefully, but appropriately, announces: "Pay me now, or pay me later!" Do we maintain or invest?

## Cost/Benefit Analysis

Does a cost/benefit analysis work in school guidance program planning and development? This section describes the pros and cons of changing an old Guidance Service Model into a *Comprehensive Guidance and Counseling Program (CGCP)*, a marvelous "transformation for the future of guidance!"

A cost/benefit analysis for establishing the *CGCP* revealed two main areas of concern: The "bad news" of **Problems Encountered**, and The "good news" of **Achievement Realized**. A careful review of both will help determine the *CGCP's* success. First, the problems encountered:

**Reluctance to Change.** Principals were used to a guidance service model that focused on student scheduling. Older counselors near retirement had a built-in bias for the tried and true of the "old time" service delivery model. Since many of these educators steadfastly denied that the old guidance services were "broken," they flatly refused to even consider listening to the "fixing organizers" of the *CGCP.*

***Older counselors near retirement had a built-in bias for the tried and true of the "old time" service delivery model.***

**Double Duty.** Despite the convincing logic demonstrating the need for a new and improved organized guidance program, counselors were paralyzed by the administrators' conflicting message: "Okay, establish the new program, but continue to maintain your present list of duty assignments." Schools failed to "streamline" and "displace" nonguidance functions to other paraprofessionals or clerical staff. "Add-ons" continually threatened the program's successful implementation.

**Time and Stress Management.** As the message of change worked its way through the system's tightly connected communications grapevine, and news came out that the new program demanded a greater time commitment and contributed to more job stress, the pilot expansion schools became more and more skeptical and resistant. The sentiment was: "Why trade for a new model when the old one works fine?"

**Killer Statement.** If given the chance to solidify, resistance to change blocked the road to innovation. Statements such as: "Ain't it awful!" "If only. . . ." "We've tried that!" "Yes, but. . . ." "THEM vs US" "Let's wait until. . . ." had a debilitating effect on the will and energy to change.

**Advanced Planning.** Failure to build in planning time for the entire school guidance department to develop a time management plan seriously hampered the delivery of the program's competencies. Furthermore, without the lead time to provide in-service training for school faculties, counselors missed numerous opportunities to build cooperation and school program support.

***Failure to build in planning time for the entire school guidance department to develop a time management plan seriously hampered the delivery of the program's competencies.***

**Budget Commitments.** Limited or nonexistent school guidance budgets prevented purchase or development of guidance materials specifically designed to deliver the program objectives.

"Because of a nail, the tire was lost . . .at least in the beginning of the journey." Gloom and Doom had its day. But, the state and local boards of education **had** mandated changes in the delivery of guidance services and long hours **had** been given to develop a new product. We clearly came to see that, in spite of the negatives, the guidance program in MCPS will never be the same again. Consider the following achievements that were realized:

1. The development of an organized, developmental K-12 guidance program provided school counselors with both a rationale and framework to deliver the guidance competencies to **all** students.
2. The State mandated, Board of Education approved, *Comprehensive Guidance and Counseling Program* ensured counselors greater access to students. The classroom guidance activities also increased counselor visibility with students and teachers. As a direct result, the number of student self-referrals increased. It soon became more difficult for students to slip through the cracks of the guidance and counseling program.
3. Teachers and administrators became more aware of the *CGCP* and reinforced the student guidance objectives in the school's overall Program of Studies. Teacher-counselor cooperation increased and school morale improved.

***It soon became more difficult for students to slip through the cracks of the guidance and counseling program.***

4. The developmental scope and sequence of the student competencies helped all counselors appreciate the breadth and depth of the other grade level settings.
5. The expansion of the *CGCP* provided newly hired counselors with a time management plan, materials, and resources to deliver student competencies in an organized and systematic manner. Elementary counselors felt less alienated and more in tune with the program's objectives. Those schools with a high student mobility rate felt better equipped to orient and assimilate transferring students.
6. Principals and librarians began budgeting funds to support the need for guidance materials necessary to deliver the competencies to **all** students. In addition, the Board of Education allocated more funds to support counselor demands for in-service training and professional growth.

***Elementary counselors felt less alienated and more in tune with the program's objectives.***

The initial "Good News" of the *CGCP* was that it did make a difference! In pilot schools, students did receive guidance services in an organized and systematic fashion. But what about the future? What changes must take place to keep the program current and effective?

## What Plans and Goals Do We Contemplate for the Future?

With any new program implementation, there comes a time to pause and evaluate the progress made and consider the next steps ahead. Listed below are four tasks that need attention in order to maintain and improve the *CGCP*.

1. Edit and publish the counselors' handbook of group guidance activities. Three successive summer curriculum workshops have produced useful classroom guidance units, but the shortage of time and personnel has prevented final publication.
2. Determine the instrumentation and methods for evaluating the *CGCP* implementation at all levels. While a "Time on Task Analysis" has been developed and distributed to all counselors, the

results have not been compiled or analyzed for future adaptation. In addition, survey the administrators, teachers, students, and parents for their concerns, comments, and suggestions.

3. Find the time, money, and expertise to carry out a comprehensive in-service training to increase the competence of counselors and their commitment to the *CGCP*.
4. Present continued progress reports on the implementation of the *CGCP* to the Board of Education. Also, request DEA to conduct a system-wide evaluation study and present a final report to the Board of Education within the next few years.

***...survey the administrators, teachers, students, and parents for their concerns, comments, and suggestions.***

The future goals for the complete implementation of the *CGCP* will require careful attention and coordinated efforts. The initial progress has been so rewarding that the future of the program is promising and we remain optimistic. We offer now some words of encouragement for those counselors thinking about initiating a comprehensive guidance and counseling program.

## What Advice Do We Offer to New Implementers?

Change for Change's sake is not the reason for discarding an outdated model. Whether it is revising an old program or creating a new one, the will and determination to convince guidance staffs that they must change requires leadership, imagination, and risk. There are no guaranteed solutions, but in the end, the effort or the journey is often its own reward. Advice from outsiders about how to implement program change should always be taken with a grain of salt. However, here are some points to consider before leaping feet-first into program change. From the very beginning of the new program development:

- Decide that change is necessary. Then, examine present guidance services and decide what goes and what stays. Consider reorganizing existing services into a comprehensive, developmental K–12 model that aims to deliver services in an organized fashion to **all** students.

***Decide that change is necessary. Then, examine present guidance services and decide what goes and what stays.***

- Meet with state representatives, the local board of education, school superintendent, administrators, subject supervisors, and school parent-community groups to explain the need for and design of the proposed guidance program change. Listen empathetically to frustrations and the "Yes, but. . . ." resistance of professional educators, but be persistent.

***Work with committed and motivated K–12 counselors to develop a scope and sequence....***

- Work with committed and motivated K–12 counselors to develop a scope and sequence for an organized guidance program. Enlist these counselors to be on a writing team for the counselors' resource manual.
- Identify the student competencies that the guidance program delivers. The fewer competencies chosen, the better chance for successful delivery.
- Collaborate with other instructional personnel (supervisors, principals, resource teachers, and other faculty) to determine who owns delivery of the student guidance objectives.
- Work out a management plan that delineates the timeline for program implementation, e.g., based on a seven-hour workday, counselors on a 180-day school year contract have 1,260 work hours to devote to program implementation. Divide these hours among the components of the program that fit your school's priorities.
- Establish a budget with money committed to finance program change.

***Hire a consultant to assist in developing a working model....***

- Hire a consultant to assist in developing a working model of a comprehensive guidance and counseling program.
- Finally, just do it!

The catalysts for change came from many directions. A quick summary of these change agents reveals again their sources.

- In September, 1983, the Board of Education reaffirmed the systems' Goals of Education, and chose to emphasize certain priorities for the immediate future. Priority 2 emphasized programs that result in substantial gains in minority performance and participation. Guidance services were reviewed.

- In October of 1983, the Board of Education of the Montgomery County Public Schools requested its Department of Educational Accountability (DEA) to conduct an evaluation of the systems guidance program. The results were published in January of 1985. The Board accepted a five-year plan for addressing the recommendations in the DEA study.
- In July of 1985, the State Board of Education passed a Pupil Services By-Law that requires each local educational agency (LEA) to provide a coordinated, competency-based guidance program for all students, K–12.
- Parents were voicing concerns about the lack of consistent guidance and counseling services available to their children.

***Parents were voicing concerns about the lack of consistent guidance and counseling services....***

- Since our Board's action, the National School Board Association encouraged local school boards to support comprehensive guidance and counseling programs, K–12, staffed by professionally trained counseling personnel (April, 1986). We see this as strong support for our movement to change.
- A major recommendation of the College Board's report, *Keeping The Options Open*, encourages schools to develop a comprehensive guidance program that both monitors and promotes student potential. In response to a Board member's question about the new program, the supervisor of guidance was able to comment on the College Board's report and provide testimony that the system's guidance and counseling program was heading in a very positive direction.
- Counselors were ready to participate in something revitalizing and challenging.

***Counselors were ready to participate in something revitalizing and challenging.***

## Summary

Clearly our tasks are not complete. We have one additional cluster of schools (a high school and its feeder schools) which will begin program implementation in 1989–90. Though many aspects of the new program are now being performed by counselors in these schools, formal implementation with funding has not occurred. Next school year all of our 21 clusters will be participating in the *Comprehensive Guidance and Counseling Program (CGCP)*. It must also be noted that although a school may be a part of the *CGCP*, this does not mean that the school has fully implemented the program. We informed schools that the program by design was flexible enough to meet the individual needs of each of our 160+ schools. Yet, the *CGCP* was well crafted enough to provide the structure for a sound guidance and counseling program for all students.

***The program is still young and in need of nurturing and protection until it is able to exist with more ease.***

Just as there is no automatic pilot control for our 20th century cars, there is no such control for the operation of guidance and counseling in our county. The program is still young and in need of nurturing and protection until it is able to exist with more ease. We need to keep our eyes on the road and beware of dangerous potholes and costly, time-consuming detours. Our goals must remain clear: To provide a guidance and counseling program to students that promotes academic achievement, career and educational decision making, and personal and social development. We suppose it is possible that our goals would have been as defined, and the student outcomes as appropriate, had we not had the Gysbers *Model*. But what we are sure of, is that the Montgomery County Public Schools *Comprehensive Guidance and Counseling Program*, based on this *Model*, offers the flexibility as well as the structure to meet the needs of our large and diverse student body, community and staff.

# Chapter 5

# The Comprehensive Guidance Program in San Antonio

**Patricia Henderson**

*The Northside Independent School District in San Antonio, Texas is a large urban/suburban district covering 355 square miles and serving 50,114 students. Several years ago they embarked on an extensive revamping of their guidance program. Northside is now in the fourth year of its implementation of the Comprehensive Guidance Program Model.*

## Introduction

***...a lot of good things were happening in the various schools....***

Several years ago, administrators and counselors in Northside Independent School District, San Antonio, Texas, decided to improve their guidance program. District administrators wanted more consistency in the counseling program across the district; they recognized that a lot of good things were happening in the various schools, but not all the good things were going on in all of the schools. Administrators were dissatisfied with the counseling program because they believed that many students were not receiving enough of the counselors' services, and counselors, in turn, felt they were not making the best use of their expertise. The district embarked on an extensive effort to revamp its guidance program. The program was redesigned over the course of two-and-a-half years and at the time of writing this chapter, Northside is in the third year of its implementation of the *Comprehensive Guidance Program Model.*

Initially, the district administrative leadership expressed support for the comprehensive and developmental program models to the guidance program director, building level principals, and counselors. This support from the top gave needed permission to the staff to study the guidance program and to make recommendations for improving it. Northside's adoption of the comprehensive program model is fully described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1988). The emphasis here will be on the processes used in the adoption and adaptation of the *Model*, the successes seen-to-date, some ideas for the future and, finally, advice for those beginning the process.

***...support from the top gave needed permission to the staff to study the guidance program and to make recommendations for improving it.***

## Attractiveness of the Model

The *Comprehensive Model* provided a meaningful way to reconceptualize the guidance program. Some of what counselors were doing was of vital importance to students; some was necessary to the successful running of a school. However, there were complaints that not all students benefitted from the counselors' services. For example, high school counselors were perceived as spending more time helping all ninth graders get off to a good start. Many students who were academically unsuccessful were not being counseled. There were some criticisms that the counselors were doing inappropriate tasks. Counselors had too much paperwork to do; for high school counselors, much time was spent in doing "credit checks"; for middle school counselors, much time was spent registering new students and responding to the high schools' demands on them for preregistration of eighth graders. Thus, in the eyes of district administrators, the model was attractive because it provided a vision that allowed for keeping the best of the traditional program, and for adding new elements and eliminating others to form a "new" program. Valued tasks done by counselors were described in the "Responsive Services" and

***Many students who were academically unsuccessful were not being counseled.***

the "Individual Planning System" components of the *Model*. At Northside, the "Guidance Curriculum" component was valued highly, but needed enhancement at the elementary level and to be added at the secondary level. "System Support" as a component provided focus to those non-guidance and counseling tasks that needed to be eliminated.

The traditional program had evolved in response to student and system needs. Historically, school counselors have been most valued for the help they provide to students with problems. Counselors are unique on the school staff because of their expertise at working with individual and small groups of students who have emotional problems that interfere with academic progress. They are clearly the professionals to turn to when a teacher must refer students to special programs or services. Additionally, they have the skills and knowledge to consult with parents and teachers experiencing difficulty with students. The inclusion of the **Responsive Services** component in the *Model* gives this set of services a visible place in the guidance program.

***Counselors are unique on the school staff because of their expertise at working with individual and small groups of students who have emotional problems that interfere with academic progress.***

School counselors have also been valued for their guidance to students as they and their parents make educational and career decisions. In the opinion of the Northside staff, this role had become nearly all-consuming for the middle and high school counselors. Preregistration, registration and testing absorbed a great deal of counselors' time. On the other hand, it was recognized that helping students and their parents to select their courses and understand their test results is important. The **Individual Planning System** component provides for this traditional counselor role and at the same time re-emphasizes the need for counselor's responsibilities to focus on students.

In the Northside Independent School District there was no doubt that counselors should continue in these roles. Counselors will always be needed to guide and to counsel students. The decision-makers and counselors could see that these current job tasks would fit into the "new" program; the new program would not be totally new. What the model did was to describe these current job tasks as components within the comprehensive program, giving them legitimacy while at the same time leaving space for new ideas and job tasks.

The district wanted the guidance program to be designed to provide counselors' services for all students. District leaders wanted a developmental program, one which attended to the needs of all students in a proactive and organized fashion. The **Guidance Curriculum** component provides a developmental program. The *Model* suggested that the content of the guidance program be identified as well as the skills and knowledge that counselors will be responsible for helping students learn. The curriculum is based on the same premise as that of other disciplines: students can be taught to understand themselves, make wise choices and communicate well in a developmentally appropriate sequence. The *Model* also suggested that the curriculum could be outlined in proper sequence for students K–12 and taught by counselors of all levels. Some guidance curriculum was taught by the Northside elementary counselors, but it was not a part of the secondary level guidance program.

***...students can be taught to understand themselves, make wise choices and communicate well in a developmentally appropriate sequence.***

Finally, the *Comprehensive Program Model* provided rationale for eliminating the worst of the in-place program: the inappropriate job tasks that had come to seem like essential parts of the guidance program. "System support," as defined by Gysbers and Moore (1981), described the support needed from the school system for a comprehensive guidance program to work, e.g., counselor staff development and public relations. At Northside, the district's leadership included in its definition of the **System Support** component, those efforts which the guidance department undertook in support of the system, e.g., the system-focused parts of preregistration, registration and testing. By including these tasks in the comprehensive program concept, they became targets for "displacement," another attractive concept in the Gysbers *Model* (Gysbers & Henderson, 1988).

## Strategy Used in Gaining Adoption of the Model

A steering committee, made up of administrators and counselors from across the district, was formed for the purpose of developing a basic structure within which a districtwide guidance program could operate. The Director of Guidance chaired the Guidance Steering Committee, an appropriate role for the district administrator with guidance expertise. The other district-level administrators with an investment—both programmatic and fiscal—in the guidance program were included, both as representatives of others who used the counselors' services and as resource providers. At Northside these were the Deputy Superintendent, Associate Superintendent for Instruction, and the Directors of Elementary, Secondary, Special, and Vocational Education. The campuses were represented by a middle, a high, and two elementary school principals. There were seven counselors on the committee: two from each level and a vocational counselor. Their charge was to study the current guidance program and to make recommendations for its improvement.

As a prerequisite to their work, the committee members were educated about the national status of guidance in the schools (Herr, 1979), and about the *Comprehensive Guidance Program Model* described by Gysbers and Moore (1981). National trends highlighted included: developmental guidance programs at all levels (not just the elementary level), fuller career development assistance, the re-professionalization of the school counselor (particularly the high school counselor), and systematic planning for guidance programs. The committee discussed the recommendations suggested by Herr (1979) for improving the future of school guidance programs and services. They adopted the *Comprehensive Guidance Program Model* as the ideal because of its developmental focus, commitment to services for all students, and description of four components which made sense in terms of the reality and the promise of guidance and counseling. Northside believed that the *Comprehensive Guidance Program Model* provided hope for maximum use of counselors' skills.

***Northside believed that the Comprehensive Guidance Program Model provided hope for maximum use of counselors' skills.***

The entire first meeting (and some portion of the next three meetings) was spent in bringing the members together in their vision of what an excellent guidance program should be. This approach served us well and provided a foundation as we proceeded through the three-year process of remodeling our program. The other tasks we accomplished at this time were the writing of the structural components: The

Rationale, Assumptions and Definition of the emerging new *Northside Comprehensive Guidance Program* (Gysbers & Henderson, 1988).

The overall program development process included the major phases of Planning, Designing, Implementation, and Evaluation. This process allowed us to change slowly, which worked well for the counselors, but was a bit trying for the administrators. Counselors had time to grasp the vision, since they learned about the *Model* less directly than did members of the steering committee. We relied a lot on the leadership of the counselors who were members of the committee. The gradual process also allowed counselors time to cope with the impending changes, and identify some ways *they* specifically wanted to change. Administrators are action-oriented problem-solvers, by and large. They wanted the envisioned changes to happen now; fortunately, the administrators on the steering committee communicated to their fellow administrators the rationale for making changes slowly.

***The overall program development process....allowed us to change slowly, which worked well for the counselors, but was a bit trying for the administrators.***

In adopting and adapting the model (the "designing" phase of the process), we analyzed the discrepancies between the current guidance program and the guidance program desired by the district. In the planning phase, we assessed our current program and quantified its design in terms of the amount of time counselors spent on each of the program components, and the percentages of time spent with the various clients served by the counselors. In the designing phase, we established priorities for counselors' expenditure of time. The current program data were then contrasted with the data for the desired program design. Table 1 displays the clients-served data for the current and the desired program designs. Obvious discrepancies between who counselors were serving and to what degree, and who they should be serving and to what degree provided data upon which to base recommendations. For example, at the high school level counselors were spending 45.5 percent of their time providing developmental guidance to students; this contrasts with the 30 percent that was desired. Further study helped us to understand that most of this guidance was provided to individual students. Thus, a recommendation followed that suggested that high school counselors should provide developmental guidance in

### Table 1
### Northside Independent School District Percent of Counselors' Time Spent With Clients in the Current Guidance Program (1983) and That in the Desired Program (1986)

| | High School | | Middle School | | Elementary School | |
|---|---|---|---|---|---|---|
| | C* | D** | C* | D** | C* | D** |
| **Student** | | | | | | |
| Developmental | 45.5 | 30 | 28.3 | 30 | 40.3 | 40 |
| Preventive | 10.8 | 15 | 17.8 | 15 | 12.8 | 15 |
| Remedial | 7.6 | 15 | 7.7 | 12 | 4.4 | 10 |
| **Adult** | | | | | | |
| District Admin. | 3.2 | 5 | 8.2 | 5 | 5.7 | 5 |
| School Staff | 23.8 | 15 | 24.2 | 18 | 28.3 | 15 |
| Parents | 8.4 | 10 | 10.1 | 15 | 7.0 | 12 |
| Community Reps | 3.1 | 10 | 3.3 | 5 | 3.0 | 3 |

*C = current program
**D = desired program

groups with the end result being less time spent in this mode—and, the corollary, with more students being guided!

At all three levels, students with remedial guidance needs were being underserved: at the high school level, 7.6 percent of the counselors' time was spent with these clients, contrasted with the 15 percent desired; at the middle school level, 7.7 percent of the counselors' time was spent with these clients, contrasted with the 12 percent desired; at the elementary level, the percentages were 4.4 versus 10. A districtwide recommendation was made to spend more time helping the students who had already faced some problem situations or who had already made some unwise choices and needed remedial attention.

We also learned that counselors spent more time with school staff than was recommended: at the high school, 23.8 percent of their time versus the desired 15 percent; at the middle school, 24.2 percent versus the desired 18 percent; at the elementary level, 28.3 percent versus 15 percent. In analyzing this data one counselor remarked, "I listen to a teacher complain about a student for a whole period, and I have about 10 minutes to work with the kid!" We also learned that counselors were under-serving parents. Spending more time on parent education as well as consultations with parents became goals. The discrepancy identification process allowed us to recommend changes we were sure were "right."

***Spending more time on parent education as well as consultations with parents became goals.***

Beyond the natural resistance to change, the main obstacles we have confronted have been due to lack of training or education. Initially, everyone needed to learn about the *Model* itself. The counselors and principals needed to have a vision of what could be, before they could displace inappropriate tasks with appropriate ones. Once they began to do this, teachers and parents had to become educated about what was going on so they could adjust to the changed role of the counselors.

***The counselors and principals needed to have a vision of what could be, before they could displace inappropriate tasks with appropriate ones.***

Some of the counselors' resistance to the model was based on concerns about the need to acquire new skills and/or update old skills. Inservice training has been provided for counselors in such skill areas as modern instructional technology, group counseling, and consultation with parents and teachers. Texas' licensure law includes continuing education requirements for renewal. This has worked to the school districts' advantage because counselors are continually seeking professional development opportunities.

Counselors were involved in the adoption of the *Model* in various ways. The seven counselors from the Steering Committee were most fully involved in the adoption process. They participated in the committee's debates, and they taught the other counselors about the *Program Model* and guided their work on the working committees.

As the project neared the implementation phase, an expanded group of counselor leaders—the Guidance Leadership Team—was formed. This group is comprised of four counselors from each school level (elementary, middle and high school). A counselor from each school level was assigned to each component of the program model. Each counselor, thus, became the expert for one of the components for his/her level. The first task of the Guidance Leadership Team was to amass the existing exemplary practices that fit into the comprehensive program components. To accomplish this, they educated their peers about the

***...an expanded group of counselor leaders—the Guidance Leadership Team—was formed.***

components and helped them to identify their current exemplary practices.

The curriculum experts collected exemplary guidance lessons and units from their colleagues. The individual planning group collected and blended the best ideas from their colleagues regarding test results interpretation, orientation, preregistration and career and vocational planning. The responsive services team collected the practices currently used by counselors in individual and small group counseling and consultation and referral and grouped them according to the priority topics identified by the steering committee. The system support subgroup identified the tasks done by counselors in support of other programs within the system, and they developed some recommendations regarding the support the guidance program needs from the system. As they gathered the specific examples, the Guidance Leadership Team members were able to provide operational definitions of the components of the *Comprehensive Guidance Program Model*. The practices were then published in resource guides for all to use.

The formal organizational structure of the guidance department includes head counselors at the middle and high schools. The elementary level is led by four "lead" counselors. These head and lead counselors provided input to the steering committee on topics of importance to their schools. They also led the other counselors in their schools in a review of the written *Northside Comprehensive Guidance Program Framework* (Northside, 1986) via a "Discussion Guide" that was used districtwide. Finally, nearly all counselors were involved in the various "work groups" (Gysbers & Henderson, 1988) formed to assess the status of the current program and to brainstorm ways the needed changes could be brought about.

The *Model* is appreciated by counselors at Northside because it allows them to serve all students developmentally. The program is well-planned and organized. The image of Northside's counselors has improved. They are perceived by themselves and others as professionals with a special contribution to make to students' growth and development. Inappropriate ("quasi-administrative" and "pseudo-therapeutic") tasks are being eliminated from their working day.

***The Model is appreciated by counselors at Northside because it allows them to serve all students developmentally.***

## How the Program Functions in Our District

At the district level, the basic structure of the program was established by the steering committee and published in the *Framework* (Northside, 1986). The process for establishing the basic structure called for the steering committee to work for consensus and to make hard decisions about the design of the desired program. The steering committee also wrestled with and arrived at consensus about how counselors' time should be allocated to each component of the program to insure a proper balance. This design is displayed in Table 2 and is dramatically different from the design of the old program. The actual balance of our program in 1988-89 still does not reflect the desires of the steering committee, but we continue to envision that as our goal. This statement of priorities for the use of counselors' time and talent has been extremely important in the success of our change efforts.

***The steering committee... arrived at consensus about how counselors' time should be allocated to each component of the program to insure a proper balance.***

**Table 2**
**Desired Percentages for Allocation of Counselors' Time by Component**

| | Elementary | Middle | High |
|---|---|---|---|
| Guidance Curriculum | 40 | 30 | 25 |
| Individual Planning | 25 | 30 | 30 |
| Responsive Services | 25 | 25 | 30 |
| System Support | 10 | 15 | 15 |

In addition, each component was considered separately. The topics to be addressed in each component were listed and priorities within each component established. The priorities for the Guidance Curriculum and the Responsive Services components were agreed to fairly readily. Those for the Individual Planning System involved more debate. Recommendations for ways to streamline the counselors' involvement in support of the overall educational system, and for ways to enhance the support given to the guidance program by the system, were made.

## Guidance Curriculum

The content of Northside's Guidance Curriculum component is derived from the basic skills identified in the Program Definition. Consensus as to what was most important at each school level was not difficult to arrive at. For example, helping students to "understand and respect themselves" and "understand and respect others" were of utmost importance for all students, but were perceived to be of primary importance at the elementary level. "Making wise decisions" and "solving problems" were priorities for the middle school level.

A plethora of changes have been made in implementing the new program. Some of these changes are major, some are more subtle. Examples of major changes in the implementation of the guidance curriculum include the time spent, the instructional methodology used, and the specification of the curriculum. Before the installation of the Comprehensive Guidance Program, counselors records were not kept according to the components, so comparative data is not available. But Northside counselors will tell you that they teach more guidance lessons than they did before. On the average an elementary school student receives 28 guidance lessons taught by the counselor, the middle and high school student averages nine counselor-taught lessons in a year.

***A plethora of changes have been made in implementing the new program. Some of these changes are major, some are more subtle.***

In addition to spending more time in classroom guidance, counselors have renewed their teaching skills. This effort has encouraged counselors to do more teaching than telling and has helped them be more consistent when planning their lessons and units. At the secondary level we encourage teachers to teach the guidance curriculum, with the help of the counselors who act as consultants to them. In the middle schools, "Skills for Adolescence" (Quest, 1985) has been incorporated into the program as a teaching assignment. At the high school level, the Career Center Technicians assist by teaching students how to use information and media resources as they explore their career development.

***In addition to spending more time in classroom guidance, counselors have renewed their teaching skills.***

Another major change in implementation of the guidance curriculum has been the publication of the "scope and sequence." This not only ensures more consistency of content across the district, it has helped counselors to make better use of their program materials budget money by clarifying what topics they need to emphasize more. It has also facilitated the infusion of guidance into other curricula, such as social studies and health, and provided the baseline for relating guidance curriculum to Texas' statewide curriculum (1988). More subtle changes are seen in individual counselors' efforts to organize their materials and files according to the content identified as appropriate for each grade level.

## Responsive Services

The priorities for how counselors are to respond to students with problems were also established without conflict. Counselors in our district are part of the educational team, thus their attention needs to be focused on helping students whose problems are interfering with their academic success. The problems identified as recurring and their priority for counseling/consultation/referral services are: (1) academic failure; (2) child abuse; (3) divorce; (4) grief, death or other loss; (5) suicide threats; (6) sexuality issues; (7) school attendance problems; (8) behavior problems; (9) peer problems; (10) substance abuse problems; and (11) other family issues which distract the student.

With the clarification of recurrent problem topics presented by students to counselors, delivery of the Responsive Services has become more systematic also. Counselors prepare for and conduct more small groups because they are cognizant of what problems to anticipate and what the system views as important. A major addition to our high school program has been the provision of small group counseling to ninth graders who are failing more than one subject at the end of the first or second grading periods (an ounce of prevention!). In addition, our approach to individual counseling has become more systematic. At the elementary level, counselors participate in staffings with all of the teachers in a grade level to identify those children who are having difficulties and for determining the most appropriate means of helping them.

***Counselors prepare for and conduct more small groups because they are cognizant of what problems to anticipate and what the system views as important.***

Counselors know that the system values their *school counseling* training and expertise, and that they are not expected to provide therapy. Counselors continue to improve their knowledge of referral sources and their referral skills. The district has written administrative procedures for "Helping Students Manage Personal Crises." Again, this clarifies the expectations for the counselors' roles and helps them feel on firm ground as they make some of the more difficult professional judgments—including, in this instance, determining when to inform parents that their child has a problem.

Recognizing that parents were being underserved in the guidance program, counselors have tried new ideas with the goal of enhancing the level of participation by parents and increasing their satisfaction with our efforts. Once a semester, Parent Education Workshops are offered on our middle school campuses. The middle schools have been used as a "middle ground" in the definition of community service. High school communities seem to be too large to inspire community commitment from the parents who typically need (or want) parenting skills training. The elementary campuses describe smaller communities (N = 31) and tax the resources of the guidance department: too few parents attend for the numbers of counselors involved. A district-wide Parent Consultation Center is in its second year. It provides consultation and school-problem related family counseling for the parents of the district. Again, this represents a creative approach to offering needed services without deploying all of the counselors. A staff comprised of some of the district's counselors as well as some practicum students from the University of Texas at San Antonio provide "brief family interventions" (Golden, 1983) to families referred by counselors district-wide.

***...counselors have tried new ideas with the goal of enhancing the level of participation by parents and increasing their satisfaction with our efforts.***

Finally, counselors in our varied communities are trying different vehicles for serving parents. Counselors are sponsoring "Koffee Klatches" where parents come to school for various reasons and spend time talking about "parenting" with the school counselor. Another creative model includes training parents to be the support group leaders for the parenting issues discussions.

## Individual Planning System

This component includes activities typical of many schools: orientation, preregistration, registration, interpretation of standardized test results and educational, career and vocational planning. The priorities for the Individual Planning System were more difficult for the committee to formulate and agree on. The debate on these topics covered two months of meetings. Two key decisions were made: (1) that individual planning activities, because they are for all students, must be conducted for groups of students; (2) that guidance by counselors is most needed for students in the transition grades (fifth-sixth, eighth-ninth). At the high school level, the priority for counselors is to help ninth graders enter high school successfully and to make optimum use of their high school educational opportunities. A parallel decision that accompanied this shift in priorities was that planning and decision-making about college is the primary responsibility of the students and their parents. These decisions caused a dramatic shift in the focus of the high school guidance program, from individual conferences conducted with twelfth grade students and their parents to group guidance offerings which help freshmen to start high school on a better footing. This also represents an adaption of Gysbers' and Moore's (1981) concept of the Individual Planning component. They advocated individual work; our caseloads dictate group work.

***At the high school level, the priority for counselors is to help ninth graders enter high school successfully and to make optimum use of their high school educational opportunities.***

Implementation of the Individual Planning System has become more systematic than responsive. Instead of revolving around requests by parents for individual attention, counselors plan group guidance sessions to provide students with the information and assistance they need to make their educational and career plans. Beginning in the eighth grade, students and their parents participate in large group sessions where they are provided information, often in printed form, about the options in front of them, e.g., high school course offerings, college entrance testing, college applications and financial aid processes. Follow-up small-group or individual sessions are then held to assist students in making their personalized plans. In the ninth grade, more specific information about high school opportunities is provided. In the tenth grade, students are again asked to consider possible careers and make plans to use the rest of their high school opportunities to their best advantage. In the eleventh grade, students formulate a tentative post-high school plan and develop a "plan of action" for achieving that tentative goal. Early in the twelfth grade, they reassess those plans and check to ensure they are properly placed to implement that plan.

Communication has improved between the programs at the three school levels. Transition assistance has been a top priority since we began installing the *Comprehensive Guidance Program*. It has caused counselors to articulate their programs from one level to the next, e.g., elementary and middle school counselors collaborate on the transition curriculum to ensure that all objectives are covered and that major items do not slip through the cracks. Encouragement has been offered to schools to adapt teacher advisory programs; each year a few more schools venture into these practices.

***Encouragement has been offered to schools to adapt teacher advisory programs.***

## System Support

In the Northside adaption of the Gysbers and Moore *Model*, we found it useful to define this component as having two parts: (1) the support the guidance program provides to the overall educational system, and (2) the support the guidance program needs from the overall system. Sorting out these two halves has been important in getting all of our tasks on the table for negotiation. In analyzing the "old" guidance program, we learned that we provided support to eight other programs: regular education (elementary and/or secondary), the testing program, career, special, gifted and vocational education, the discipline management program, and compensatory education. For the areas where the guidance program needs support from the overall system, we built on the Gysbers and Moore (1981) categories: policies and procedures; staff development; program development; budget; facilities and equipment; staff allocations; access to students; and public relations.

The counselors' contributions in support of the system are more guidance related and less administrative than they were in the "old" model. For example, in both preregistration and registration there are student-focused tasks which help students make appropriate course choices. Both activities also include other system-focused tasks, e.g., inputting the student choices into the computer or building an appropriate master schedule for the school. In the standardized testing program, the student-focused tasks help students and their parents learn what the results mean and how to use them. System-focused tasks in the testing program include planning and administering the tests and helping teachers use the test results appropriately. Some of these system-focused tasks do not have to be done by school counselors; others should be done by them, as in the interpretation of standardized test results and the implications of these results for the instructional program. Data-entry is a clerical task; master schedule building is an administrative task. Planning the logistics of test administration is not a necessary correlate of test results interpretation; helping teachers use test results appropriately is. It has been through sorting tasks according to the program components that the non-guidance appropriate tasks are being identified and removed from the counselors' daily work.

***It has been through sorting tasks according to the program components that the non-guidance appropriate tasks are being identified and removed from the counselors' daily work.***

At the elementary level, for example, systemic changes have been made to assist the counselors in streamlining their non-guidance responsibilities to special education. Grade-level staffings have helped teachers learn a variety of alternatives for helping students with special problems. Assignment of the paperwork needed for referral to the staff person with the information has freed counselors from redundant research work, e.g., nurses complete health histories, teachers assess educational achievement levels, administrators draw conclusions about students' behaviors. At the middle school level, new student registration—a large task in our growing and mobile community—is now handled initially in the "Front Office" by school secretaries. New students see the counselors when their paperwork has been cleared (e.g., verification of residency, immunization records) and they are ready to enroll.

At all levels, guidance staffs have improved the effectiveness of their programs by providing their calendars for the year, so that all staff learn about guidance priorities and services. Weekly communications with administrators and instructional department leaders have enhanced collaboration in the buildings. Initiative has been taken by counselors to explain their program to teachers and parents in order for them to make better use of the counselors' services. The goal-based improvement system calls for collaboration with the principals in establishing goals and in monitoring progress toward the goals.

***The goal-based improvement system calls for collaboration with the principals in establishing goals and in monitoring progress toward the goals.***

In order to ensure effective delivery of the *Comprehensive Guidance Program*, the steering committee made recommendations regarding the support the guidance program needed from the system in order to deliver the "new" guidance program. The recommendations which have been implemented to date include the development of the component resources guides, the development of the counselor performance improvement system, the provision of time for guidance program and counselor staff development, and the clarification of job descriptions for guidance department clerical personnel.

## Successes of the Program to Date

Many changes have occurred in Northside's guidance program since the adoption and initial implementation of the *Comprehensive Guidance Program Model*. Some have been major, such as the amount of time spent on, and the number of lessons taught in, the guidance curriculum component at all three levels. Some have been less dramatic, such as the individual ways counselors have found to streamline their paperwork (e.g., having photocopies of transcripts attached to the seniors' "Mid-Year Reports" to the colleges they have applied to, rather than hand-copying the information onto the forms). The *Comprehensive Program Model* is working well for the students, parents, teachers and administrators. The counselors, too, feel good about the work they do.

***The Comprehensive Program Model is working well for the students, parents, teachers and administrators.***

Although we are just beginning to evaluate guidance and counseling activities on the basis of actual attainment of student/other client outcomes, subjective evaluations and some data-gathering tells us we are going in the right direction. Through the developmental guidance components, the Guidance Curriculum and the Individual Planning System, 100 percent of the students are being served. All students have regular access to their counselors through the classroom and group guidance sessions. Thus, it is easier for students to ask their counselors for help with special problems. During 1987-88, the elementary school counselors provided Responsive Services to 35 percent of their students!

***As parents increase their awareness of how the guidance program operates, they are better able to understand the range of services the counselors provide.***

As parents increase their awareness of how the guidance program operates, they are better able to understand the range of services the counselors provide. Parents are now able to make better use of the counselors and are more understanding when they do not get the instantaneous response from counselors they expected in the past. Counselors have improved their communication with parents by sending materials home, particularly curriculum content information and information needed by parents to help students make personal plans. When a parent calls for a counselor and is told "She is in the classroom now, may I have her return your call?" the parent can "see" what the counselor is doing; being "in the classroom" is more concrete than "She is busy right now."

Teachers understand and appreciate the program approach. "Program" is a concept that they live by. When counselors explain their program in terms of the four components, it is meaningful to teachers. They understand what curriculum is and can understand when counselors need to use class time to teach students. They also understand that the Responsive Services component is only one aspect of the counselors' job, and can better understand that some of the tasks done by counselors to support the system need to be shared by teachers.

Administrators better understand the varied jobs that counselors do. They appreciate the unique skills that the counselors bring to their buildings. At Northside last year several of the high schools experienced student suicide crises. Because of their understanding of the Responsive Services, principals turned to their counselors as the experts to help relieve student pressures on the campuses. Because of the clarity of the program and the goal attainment approach to change, counselors and their principals are working collaboratively to attain mutual goals. Working together as members of the same team is a big improvement over working in isolation from one another.

***...counselors and their principals are working collaboratively to attain mutual goals.***

The counselors feel less harried because their role expectations are clearer, their job descriptions are concrete and their performance evaluations reflect the program expectations. In addition, the program expectations are clear: Counseling students who are not succeeding academically is the number one priority. When program choices must be made, counselors base their decisions on established priorities. The evaluation of the quality of their program is based on established standards. They are able to

***...the program expectations are clear: Counseling students who are not succeeding academically is the number one priority.***

plan ahead for a day, a week, or a year; and although crisis interruptions still occur, they are cognizant of what has or has not been done as planned. Again, conscious decisions guide their work behaviors; they are in control—as much as possible—of their own work destiny.

The clarity of the program design has caused counselors to be more explicit in their requests for support from the system. Program materials budgets have increased because of counselors' abilities to request specific materials that they need to implement their program. Counselor/student ratios have improved because programmatic rationale exists to support the requests. Public relations efforts have improved because counselors can readily define their program. Collegiality has improved because the similarities of the programs have been emphasized. More sharing occurs not only at individual school levels but also across the district between all levels.

Counselors have reaped tangible benefits because their roles, responsibilities and professional needs have been made clear in the shift to the *Comprehensive Program Model*. Their salaries have increased, their contract year has been lengthened, and opportunities for them to become more involved in professional growth activities have increased. Inservice education and training is more meaningful because it is focused on program delivery priorities.

In addition to the obstacles mentioned earlier, however, some problems still need to be addressed. The biggest ongoing challenge still is to free counselors from some of the time-consuming non-guidance and counseling tasks. Some are tasks that individual counselors continue to choose to do, in spite of the district's stance that they not do them, e.g., counting test booklets because they feel personally accountable. Letting go of some "old favorites" is difficult for some.

***The biggest ongoing challenge still is to free counselors from some of the time-consuming non-guidance and counseling tasks.***

On the other hand, there are still some systemic changes that need to occur if counselors are going to be able to continue to decrease the time they spend supporting other programs. The school system has to direct others to take responsibility for such major efforts as coordinating the testing program and the system-focused tasks of the preregistration process. Implementing a teacher-advisory system in all the secondary schools would help. The Guidance Steering Committee envisioned a "Technical Assistant," a high level paraprofessional aide who would handle some of the large logistical tasks. Some system improvement is still needed for us to achieve the proper balance we identified for our *Comprehensive Guidance Program.*

## Plans and Goals for the Future

***As we face our fourth year of implementation, one challenge is to maintain the momentum for change.***

As we face our fourth year of implementation, one challenge is to maintain the momentum for change. In the beginning, the strides made were major, systemic strides such as the policy that elementary children are taught a guidance lesson once a week; however, the implementation of the lesson-a-week schedule cost time from the Responsive Services, rather than from the non-guidance aspects of the counselors' work. On an individual building basis counselors are divesting themselves of some less appropriate tasks so that they can provide more small group counseling for students with problems.

At Northside we have implemented an annual goal-setting, implementation and evaluation process as the vehicle for keeping the momentum going. Counselors set program improvement goals each year to address the discrepancies identified between the old and the new programs. Their goals target specific new activities to be added during the year or specific tasks to be transferred to others. For example, one counselor might commit to beginning a small group for children of substance abusers; another counselor might commit to training the new special education teacher to complete the paper work required for the annual re-evaluation of special needs students.

From the district's perspective, goal areas for the near-future include improving counselors' roles as advocates for the students, continuing improvement of the district's efforts to help students make the transition from elementary to middle to high school, striving for better counselor/student ratios (particularly at the middle school level), and continuing to decrease counselors' involvement in non-guidance tasks.

Students who do not conform to the schools' expectations and norms (e.g., minority and at-risk students) need advocates, particularly in the wake of educational reform. Counselors are often asked to play that role, but they do not necessarily have the skills they need to be effective. Inservice education has been conducted to alert counselors to advocacy issues. The next step is for counselors to conduct self-evaluations in regard to these issues and then to assist them to develop the skills they need to advocate appropriately within the school system. Evaluation of the guidance program's responsiveness to minority clients will be done in the near future.

***Evaluation of the guidance program's responsiveness to minority clients will be done in the near future.***

The program we offer our students in transition from one school level to the next (elementary to middle, middle to high) is not well-defined. We spend a lot of effort in some activities within this program, but as yet we have not looked at it as a whole. We are proceeding by identifying these activities within the context of the four comprehensive program components, and by clarifying the student outcomes that follow from these activities. We will see, against the backdrop of the *Comprehensive Model*, where activities are missing and what needed outcomes are not reached, and we will build new activities as a result.

The counselor/student ratios at the middle school levels are too high considering the needs of students in this age group for guidance and counseling. We have been successful in reducing ratios at the elementary and at the high school levels. This new priority will present a challenge. The other ratio reductions that occurred in the district were the result of system changes: At the elementary level, the initiation of the lesson-a-week, and at the high school level, the redefinition of the roles of the Head Counselor and the Vocational Counselor resulted in a lowering of counselor/student ratios. At this time, there is no systemic change recommended at the middle school level. Middle school students simply need more guidance and counseling than they are getting. Since this conclusion is a professional judgment of student needs based on experience, a rationale must be developed on the basis of student needs assessment.

The biggest challenge—to us and to other school districts no doubt—is the divesting of the inappropriate assignments that have become part of the guidance program.

***The biggest challenge...is the divesting of the inappropriate assignments that have become part of the guidance program.***

The first step is educating others about the many things counselors do that are not inherently guidance and counseling tasks. Next, creative solutions for getting these necessary tasks accomplished must be found. Finally, ideas and recommendations must be turned into actual practices.

One example at Northside of this type of needed change is the coordination of the group standardized test administration. In our opinion, administrators are expert schedulers, and planning the test administration is a scheduling task; thus administrators ought to do it. Also, administrators rather than counselors have authority over teachers and, therefore, are better able to enlist their cooperation. Bringing about this change, however, is not easy. We began by having counselors seek the support of administrators in working with teachers who were reluctant to help with the testing program. The next step was to collaborate with administrators on building the testing schedule. In only a very few instances have the administrators finally taken over this responsibility.

***...you will find that focusing on individual agendas is not enough. You will need a broad perspective to identify all of the changes that are necessary.***

## Advice to New Implementers

Although it is slow going in the beginning—analyzing the model you currently have, struggling to internalize the concept of the comprehensive program model—you must base your plans for change on this foundation. Everyone who works on the project will already have identified one or two things they would like changed, but you will find that focusing on individual agendas is not enough. You will need a broad perspective to identify all of the changes that are necessary.

***All counselors need to be involved early on, so they buy into the change recommendations that are forthcoming.***

Involve as many people as you can in the changes process. All counselors need to be involved early on, so they buy into the change recommendations that are forthcoming. Counselors, however, cannot bring about all of the changes themselves, so you must involve others: students, teachers, parents, principals and administrative representatives from other programs that have an interest or an investment in the guidance program. Gysbers and Henderson (1988) suggest that your steering committee be made up of system representatives: administrators, counselors and, perhaps, teachers; and that your advisory committee be made up of "clients": students, parents and business community representatives. Depending on your particular situation, teachers may fit better on the advisory committee.

As you approach the exciting prospect of implementing the *Comprehensive Guidance Program Model*, you must avoid the tendency to be impatient, to have the changes now! Plan your program changes carefully and cautiously so that you will be comfortable living with them for a while. In other words, "do it right the first time."

***...you must avoid the tendency to be impatient, to have the changes now!***

It is important to give yourself enough time to solidify the vision of the "new" and improved program as it will be the basis for the rest of your change-work and for successful implementation. Your vision of the program provides the rationale behind the changes that need to be made, and for explaining the "new" program to newcomers and resistors. You must hold to your vision as you begin to put improvements in place and continue to set goals. If the others involved in the program changes feel comfortable with the concepts that undergird the new program, they will take the initiative and find opportunities to make the necessary changes. Many of the changes will be small changes; it is from the accumulation of these small changes that the big change will occur.

A counseling expert must take the leadership role and be the keeper of the vision. If you are anticipating change at the building level, a counselor is this expert; at the district level it will be the guidance administrator. This keeper of the vision must be someone who thoroughly understands the potential of guidance and counseling to make a difference with students. This is essential if the right changes are to occur. At times it will take the missionary zeal that is part and parcel of this understanding to keep the change momentum alive. The process can get bogged down, especially when you finish one major step and before others envision what is to come next.

***A counseling expert must take the leadership role and be the keeper of the vision.***

My final piece of advice to new implementers is to risk making this effort—"Go For It!"—because it is worth it in the long run. At Northside, counselors now believe they are valued as professionals who make important contributions to the healthy growth and development of students. Improvements will always need to be made, risks will always have to be taken. The *Comprehensive Guidance Program Model* provides a well-defined context in which to make appropriate changes and minimize the risks, making the improvement efforts a challenge to be enjoyed!

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## Chapter 6

# Guidance and Counseling New Hampshire Style

**Josephine B. Hayslip**
**James V. Carr**

*In September of 1987 the New Hampshire State Board of Education strongly advised counselors in New Hampshire's public schools to alter the manner in which they deliver guidance and counseling programs to students. This was the beginning of New Hampshire's successful statewide adoption of the Comprehensive Guidance Model.*

## Introduction

Recently there has been a growing awareness that guidance and counseling programs in the state of New Hampshire need adjustment in order to meet the needs of all of the students rather than just a few. In addition, new state approved standards have been promulgated that require greater accountability for guidance programs K–12 through the development of student outcomes. As a result of these two factors, interested professionals joined in the design of a model for a *New Hampshire Comprehensive Guidance and Counseling Program.* Six additional factors contributed to the development of this program:

***...there has been a growing awareness that guidance and counseling programs in the state of New Hampshire need adjustment in order to meet the needs of all of the students rather than just a few.***

1. A number of counselors and their principals expressed the desire to change guidance and counseling from an ancillary service to a program

with its own set of student competencies and its own curriculum and they requested assistance from the State Board of Education.

2. The "news" that Dr. Norman Gysbers, a counselor educator at the University of Missouri-Columbia, was in the process of developing a model comprehensive guidance program in collaboration with the Missouri State Department of Education (and would perhaps be available as a resource).
3. The availability of vocational education funds (Carl Perkins funds) to develop a pilot project that would make career counseling a respectable activity for all counselors.
4. The recognition on the part of all parties—counselor educators, state department personnel, school administrators, and counselors themselves—that counselors need to come out of the office and into the classroom to gain greater visibility throughout the school.
5. The desire to ultimately involve business and industry who are, of course, the potential employers of all students.
6. Finally, and probably most important, the realization that this was an opportunity to develop a guidance curriculum with a key emphasis on student outcomes.

***...counselors need to come out of the office and into the classroom to gain greater visibility throughout the school.***

## Strategies Used to Gain Adoption of the Model

At the New Hampshire State Board of Education meeting on September 23, 1987, Edward Sweeney made the motion, seconded by Otis Cloud, to accept and endorse the *New Hampshire Comprehensive Guidance and Counseling Program Model Handbook* and to encourage counselors in New Hampshire's public schools to use this as they implement a comprehensive program of guidance and counseling with emphasis upon student outcomes that will require changing the way many professionals view the role of the guidance counselor in the schools. This was a unanimous vote (Carr, Hayslip, & Randall, 1988).

With this vote, the New Hampshire State Board of Education strongly advised counselors in New Hampshire's public schools to change the manner in which they deliver guidance and counseling programs to students. This vote was also a very important change agent strategy for it gave counselors and administrators the needed emphasis to change from delivering a guidance service to relatively few students to delivering a comprehensive program to *all* students.

***...the New Hampshire State Board of Education strongly advised counselors in New Hampshire's public schools to change the manner in which they deliver guidance and counseling programs to students.***

In June of 1987 as part of a plan initiated by James V. Carr of the New Hampshire State Department of Education and Josephine B. Hayslip of Plymouth State College, 13 professionals from throughout the state went to the National Center for Research in Vocational Education at Ohio State University to develop the procedures, and subsequently a procedures manual, under the tutelage of Norman Gysbers of the University of Missouri-Columbia and Harry Drier of the National Center. This group was composed of teams that included a counselor and a principal from four geographically and demographically different schools; three counselor educators, two from public colleges and one from a private college; one state department consultant in vocational guidance; and a project editor. From this week long "think tank" emerged not only a process but also a product. The thirteen people who trained at Ohio State became not only the steering committee for the entire project, they also became the trainers for 14 pilot schools who attended the first summer institute in August of 1987. The training procedures that they used were the ones they developed at Ohio State. In a sense, the steering committee was giving and receiving training at the same time they were training an additional ten schools, for up until then neither the original 13–member steering committee nor the additional ten schools had completed the first year's set of commitments:

1. Accomplishment of a year long "time and task" analysis.
2. Completion of an assessment of student needs generated from surveys of students, parents, teachers, and the community.
3. Development of an on-site steering committee to assist with the needs assessment surveys and to

translate the needs assessment data into the statements of desired student outcomes.

4. Writing of a guidance program action plan that will eventually include as part of the role of the counselor, participation in the teaching of guidance competencies.
5. Establishment of a local advisory committee.

In turn, the 14 pilot schools became the trainers for the 35 new start-up schools in August 1988. The schools met during the school year at three statewide meetings and at three regional meetings that were set up and run by the participants themselves. Using the program handbook as their guide, the pilot schools accomplished (1987–88) and the start-up schools are accomplishing (1988–89) their "time and task" analyses, their needs assessments, the interpretation of these needs assessments through the use of their steering committees, and the translation of the data into statements of desired student outcomes.

## Obstacles

***Most obstacles that we have met along the way...center around the reluctance of people to change behavior.***

Most obstacles that we have met along the way, during the first year-and-a-half of the pilot schools, and the first six months of the start-up schools, center around the reluctance of people to change behavior. Although we had strong written and verbal commitments and participation from administrators in the early training portions of the project, many administrators handed this responsibility over to a lead counselor once the school year began. With several outstanding exceptions, principals continue to be conspicuously absent from the follow-up meetings, although the commitment is apparently still there. On one occasion, a principal covered for a counselor so that the counselor could attend our statewide meeting.

***All of the participants report that it is difficult, though not impossible, to live in a guidance program while changing it.***

All of the participants report that it is difficult, though not impossible, to live in a guidance program while changing it. Dan Hummel, a middle school counselor from Salem, who was one of the Ohio State participants, loves to tell Norm Gysbers' story about remodeling your house while living in it. "It's a lot messier that way, but you can see the change going on right under your very eyes." Our model pilot and start-up schools, the ones who are following the procedures to the letter, are enthusiastic and optimistic. Those who are trying to take shortcuts or skip a procedure are lukewarm and more pessimistic.

Another obstacle, perhaps the biggest one, is the counselor who has become very comfortable with the medical model, does not want to leave the comfort and shelter of the office, and has difficulty involving teachers and others in guidance activities. When we began this process, we required that every counselor sign a document stating that he/she is committed to the project. Sometimes we have to remind them that they agreed to become and stay involved. Generally it is their colleagues that do the reminding. This peer pressure helps a lot.

***Another obstacle, perhaps the biggest one, is the counselor who...does not want to leave the comfort and shelter of the office, and has difficulty involving teachers and others in guidance activities.***

Staffing may be an obstacle, although we don't have all of the particulars yet to determine this. At the present time, we are working with one "three-fifths" time project editor who is also responsible for some of the training. The project director is a fulltime counselor educator, and the project consultants are also fulltime department of education employees who have a commitment to this program in their job descriptions.

## Review Procedures

We built in some review procedures at the very beginning, although at the time we were actually unaware that these were review procedures. Regularly scheduled meetings, both regional and statewide, have turned out to be excellent forums for reviewing the state of the art, assisting one another with comparisons of process and problems, and sharing materials and strategies. Out of these meetings have come a series of training packets which our editor, Judith Randall, has written into an attractive useable format. The four project personnel make on-site visits and meet with one another periodically so that they are in communication about what is happening in the various regions.

A very professional quarterly newsletter *UPDATE* is mailed to an ever-widening audience. School board chairs and superintendents throughout New Hampshire are now receiving this newsletter. Consequently, we are receiving requests from other school districts to join the program.

A review procedure that we are now beginning to use is a brief evaluation sheet after each statewide and/or regional meeting. Our project staff grew from three to four persons in the fall of 1989: Donna Cavalieri is now our evaluation specialist.

## What Aspects of the Model Were Especially Well Received?

No one could have predicated and, in fact, everyone is quite surprised, by the aspects of the *Model* that have been well received in New Hampshire. Important dialogue was established and maintained among counselors and between counselors and other professionals. Several of the schools set up and maintained regular counselor staff meetings. Counselors began to talk to one another, sharing both successes and concerns. As they talked with one another they seemed to gain the strength to reach out to the steering committees and, through the steering committees, to the significant publics they needed to reach for needs assessment data.

***Counselors began to talk to one another, sharing both successes and concerns.***

Also surprising was the enthusiasm for and success of the time and task analysis. In our original training, we resisted the time it would take us to accomplish the time and task analysis. Yet, participants sang the praises of the time and task analysis for the results gave them the data to support their long suspected conclusion that guidance counselors spend too much time on non-guidance functions.

Some of the original participants felt that they would not be able to involve their own school staff members in the steering committee and the task of conducting a needs assessment. Again, once this task was thoroughly understood and begun, local school personnel became interested and committed.

***...local school personnel became interested and committed.***

Other aspects of the model that were especially well received included the program handbook itself. This handbook is so professional in both appearance and content, that it received the American Vocational Association's "Vocational Instructional Materials Award."

Because a lot of attention is being paid to process as well as product, the continuing support that the (now) 49 schools are giving to one another has turned out to be a most valuable and well received part of this project. A great deal of networking is going on within the schools, among the schools, and between the pilot schools and the start-up schools. This networking is often informal, and the staff has learned to "build in" a lot of time at regional and statewide meetings for informal discussion.

***...the continuing support that the (now) 49 schools are giving to one another has turned out to be a most valuable and well received part of this project.***

## Some Difficult Areas

The most difficult part of this project was getting started. Guidance counseling personnel in New Hampshire have practiced in the medical model for a long time. The medical model felt very comfortable because students come to counselors for "treatment" and often it's difficult to let go of something that seems to be working. Therefore, it was difficult to overcome the inertia that existed in many of the schools. This is one of the reasons that the project began in schools that were, for the most part, willing to consider making some drastic changes in the way they do business.

***...it was difficult to overcome the inertia that existed in many of the schools.***

Another problem area became apparent during the summer training workshops. Several of the schools that came for training on "how to change your guidance program while living in it" brought their own agendas. The project trainers realized they needed to give some of the participants time to ventilate their feelings about what was happening at work before they could begin to talk about how they needed to change.

Keeping administrators involved is very difficult. The several schools where the project is working at optimum expectations are those in which the principal is involved at all levels: local, regional, and state. If the principal has decided to remain uninvolved, the project is not likely to be successful. In New Hampshire, the participation of principals in the project runs the gamut from total involvement to no involvement. In every case, success of the project in individual schools is directly correlated with the serious commitment of the principal to the project.

***...success of the project in individual schools is directly correlated with the serious commitment of the principal to the project.***

Initially counselors were skeptical about how they would ever find the time to carry out the tasks of the project, but as the tasks began to make sense and to deliver on the counselor's expectations, counselors began to move the tasks up in their time priorities.

## Role of the Counselor in the Adoption Process

***Counselors are taking over the leadership of the project and enjoying it.***

Counselors are taking over the leadership of the project and enjoying it. As project staff members move around the state, observing more than participating in the regional meetings, it is clear that the counselors see a reason for taking this leadership role and facilitating the progress of the project. The counselors not only operate as facilitators within their local school districts and in their regional meetings, they also communicate with one another regarding progress and/or problems.

## How the Program Functions in New Hampshire

***A key reason for the success of the program in New Hampshire is that everyone is involved at every stage of development.***

A key reason for the success of the program in New Hampshire is that everyone is involved at every stage of development. Interestingly, although the original steering committee initially made a two-year commitment to the project, participating schools have determined that it will take three years before a revised program will be in place. An active steering committee made up of volunteers from the total group assists the project staff in planning and developing both process and product.

The program handbook is a significant part of the project. Although it is spiral bound, the participants regard the handbook as a draft. They know that the next update of the handbook will reflect their work. In New Hampshire, the handbook may only be procured by direct involvement in the project.

The editor of the handbook and the training packets is employed three-fifths time. She is not only the editor of this attractive, useful document, but is also deeply involved in one of the regions and all of the state meetings, and is one of the four staff members who manage the project. The five training packets that she has produced include: (1) a set of overheads and how to use them (The overheads are mostly copies of those which Norman Gysbers uses in his presentations.); (2) a steering committee packet; (3) a set of program overview originals, a seven-page synopsis of the program; (4) a set of master calendars with instructions on how to use them; and (5) a needs assessment packet with examples of some that have been used in the pilot schools. All of the packets are of a quality that can be duplicated for use with local steering and advisory committees.

One special feature that has enhanced this project considerably is the continued support that it is receiving from the commissioner of education and the state board of education. Once the state board began to hear of the project's successes, they asked that the project staff write a grant requesting state funds. This has been done and additional funding is in the current budget process. Another special feature that has enhanced the project is the addition of a state consultant in guidance, Donna Cavalieri, who has expertise as an elementary counselor and who has assisted in the development of a brand new set of elementary competencies. Donna also brings expertise in the area of measurement and evaluation. Thus, we are now able to more appropriately evaluate the process as we move along. As a result of her investment in the project we are developing instruments that evaluate both process and products.

***...we are developing instruments that evaluate both process and products.***

## The Success of the Program to Date

Many things contribute to the continuing success of the project. We have taken liberties with the expertise and the resources of Norman Gysbers and Harry Drier. They not only continue to be available to meet with us at various conferences and conventions, they also continue to be eager to assist us with the entire endeavor. Norman Gysbers and Harry Drier are two very patient people with great counseling as well as consulting skills. No problem or situation is too great or too small to gain their undivided attention. They are friends and colleagues as well as mentors.

Another important reason for the success of the project is the commitment of the individual professionals as they "come on board." Owned at first by a small cadre of dedicated professionals, the project has expanded to include a much larger, albeit still dedicated, group. The project is carefully monitored by those committed to the project and everyone is willing to share problems as well as successes.

***The project is carefully monitored by those committed to the project and everyone is willing to share problems as well as successes.***

When we first began the project, we were warned that we must tackle and complete the tasks in sequence according to the handbook. Progress has been slow and steady as we have proceeded to do this.

Counselors were long aware that they were not serving the needs of all the students in the school system. *The New Hampshire Comprehensive Guidance and Counseling Program* has given them a means of changing their style. They are no longer providing service to a few but are rather offering a program to many. The continuing networking at various meetings and through correspondence is one of the key reasons for this change.

***Counselors were long aware that they were not serving the needs of all the students in the school system.***

## Some Problems and Challenges

This project has not been problem-free by any means. The major problem area occurred right at the very beginning. Two of the participating schools decided they knew best what their students needed and they skipped the time and task analysis, steering committee formation, and needs assessment. These people plunged right into teaching curriculum in the classrooms. And because they had not laid the groundwork, they ran into resistance from classroom teachers. Sometimes the teacher simply left the classroom and then never did any follow-up. In some instances the curriculum that the counselor chose was inappropriate or not taught correctly.

Another problem that emerged was that some counselors were unwilling or unable to share those skills which they viewed as their "domain." Several counselors felt they were experts at career counseling and college counseling. Other counselors were devoted to course scheduling. Some counselors resisted changing from working one-on-one in course scheduling to meeting with groups or classes.

The present staffing pattern may become a problem area. Although the project has grown from 14 to 49 schools, the project staff has remained about the same. Except for the project editor who is employed three-fifths time, other project personnel (including the project director and two state department personnel) must add this project to an already full schedule. This problem may ease slightly next year when the project director will be on sabbatical from her college teaching position.

## Measures of Success

One measure of success has been the response by others to the program. In the past we have sent invitations to New Hampshire schools in late March or early April inviting them to join the project and to attend the training in August. This year (1989–90) we already have enough school districts on a waiting list to run the summer workshop.

***One measure of success has been the response by others to the program.***

The project has received a number of requests from people outside of New Hampshire for copies of the handbook. Although we are sending copies to them, we are also cautioning them to develop and use their own "process and procedures" handbook. It's harder, messier and it takes longer, but it works.

The project is receiving the enthusiastic response and endorsement of local school boards. The steering committees at the local level are keeping the school boards informed of their progress, either directly or through their administrators, at every step of the way.

***The project is receiving the enthusiastic response and endorsement of local school boards.***

Also, the project has been presented at a number of state and regional conferences and national conventions. At the American Vocational Association's Annual Convention, project staff were pleased to find a sizable audience at their 4:30 p.m. presentation. Of course, our place on the program immediately following Dr. Norman Gysbers may have contributed to this staying power just a bit. Project staff presented at the American Association for Counseling and Development's Annual Convention in Boston in the spring of 1989 to a full house at 8:30 a.m. on the first full day of the Convention.

## Plans and Goals Contemplated for the Future

Based upon our experience to date, we will continue in much the same manner as we have since the project began. We know that we will definitely keep Norman Gysbers involved. He makes an initial presentation to participants that is truly key to the success of the program. He provides the encouragement and the spirit that the counselors need as they begin to make this gradual change.

We also intend to keep as many of the original participants involved as we add new people to the program. These early people are the best trainers, for they can tell the real story about problems as well as successes.

***These early people are the best trainers, for they can tell the real story about problems as well as successes.***

The position of project director needs to become at least a halftime position. With encouragement and funding, this is a hope and a dream for next year.

The project is not making any dramatic promises. For example, we are not promising to affect the dropout problem. Too many other programs have tried to do this; it's too difficult and too complex of a problem to be addressed this simply. However, certainly elements exist within the *Comprehensive Guidance and Counseling Program*, with its emphasis on student competencies and outcomes, to engender interest on the part of other funding sources, both public and private. One of the responsibilities for the project director during her sabbatical will be to identify and pursue some additional funding.

If last summer's training program were to be run all over again, we would not try to work with 100 people at once and we would not have included the three largest schools in the state. Tackling three large schools at one time was a mistake. Each school's personnel arrived with too much to settle among themselves. Also, we tried to do the training on a shoestring and left Norman Gysbers out. We won't do that again. If we can obtain the funding we will run two consecutive workshops of 50 participants each. We will have smaller groups and be able to have Gysbers for both events.

The next time we will develop a tighter contract for schools that are entering the program. We need to strongly affirm the commitment of all parties, especially the administrators.

***We need to strongly affirm the commitment of all parties, especially the administrators.***

## Advice for Those About to Implement a Comprehensive Program

1. The first and most important piece of advice the project members offer to those about to implement a comprehensive program is to follow the procedures in sequence. It is also very important to allow people to proceed at their own pace. Some will take longer than others to form steering committees and conduct needs assessments. The results, whatever the pace, will be similar and well worth waiting for.
2. Be sure to include Norman Gysbers early and often in the project. He was as accessible to us as the other end of the telephone, and on more than one occasion bailed us out when we were headed in the wrong direction.
3. Begin with those early enthusiasts who you know are going to make it happen. This cadre of people will stay with you and will become your spokespeople as well as your trainers.
4. Engage an editor who will create attractive, useful materials. Judy has been more than committed to the project; she often has been the thread that has held the project, and the staff, together.
5. Find a comfortable place for people to meet. Both summers the training program has been held on campus at Plymouth State College. For the first summer this location was ideal: The weather was perfect, the mix of people was perfect, and we all came away motivated to move forward in tandem. The second summer, August 1988, was the hottest summer on record, the numbers were huge, and the mix of participants was large and varied. At the end of the two-and-a half day training, many of us were surprised that we succeeded as well as we did. Despite our success in the face of adversity, it was still difficult to assemble all of those people for a statewide meeting. We are seriously considering changing to all regional meetings with representatives of the regionals attending statewide meetings.

***..follow the procedures in sequence....allow people to proceed at their own pace.***

***Begin with those early enthusiasts who you know are going to make it happen.***

The project staff has several recommendations to make to new people implementing the program. First and

**foremost is to give participants plenty of time to talk to one another.** Although staff might bring to a training program the "prefect agenda," if the participants aren't ready for this agenda, they will only become angry and frustrated.

***If people are going to be living in a guidance program while changing it, they must be given the evaluation tools to monitor their progress.***

Also, **people who serve in the role of facilitators need to appreciate the value of monitoring.** If people are going to be living in a guidance program while changing it, they must be given the evaluation tools to monitor their progress. They need to know they are making progress. Project staff and participating schools must pay a lot of attention to the process as it progresses so that all are "on board" at all times.

***We are engaged in this process because we want to change, not because someone is mandating that we change.***

New Hampshire, like many other states, does not have many state dollars available to make the kind of changes suggested in the comprehensive program. Therefore, the program is not mandated by the state. Those of us involved in New Hampshire believe this is a plus. We are engaged in this process because we want to change, not because someone is mandating that we change. Counselors and administrators want to become a part of the program because it makes sense to do so. We are providing local school districts with a process and a set of procedures to enable them to do it "their way."

A final recommendation: **Keep an open mind and an open heart, and learn from one another.** As we work through the process, we are finding wonderful happenings in every school district. As we work together, we learn that counselors care very much about their students becoming capable, competent human beings.

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# Chapter 7

# The Comprehensive Guidance Program in St. Joseph, Missouri

**Mark H. Hargens**
**Jean T. Johnson**

*St. Joseph, Missouri is a city of 16,000 predominantly lower-middle and working-class citizens. Their school district of 12,000 students began the process of changing their guidance program in 1979.*

## Introduction

Counselors or guidance personnel? Mental health workers or career educators? Group specialist or individual therapist? Just what is a school counselor? This lack of role and program definition is a continuing problem for school counselors across the United States and has caused them to be buffeted by every theoretical wind blowing across the land. One year, because of a suicide at school, they focus on their "mental health" role. The next year, because a VIP's child did not get the right classes, they focus on their "educational advisement" duties. Where does it all end? We think that here in St. Joseph, Missouri, by making a strong commitment to a developmental comprehensive guidance model, we have found the answer, for the most part, to this problem.

***Counselors or guidance personnel? Mental health workers or career educators? Group specialist or individual therapist? Just what is a school counselor?***

Our experience with the comprehensive program has indeed been positive. School counselors have sought and received a great deal of support from the Board of Education, administrators, teachers and the public. Over the last nine years we have added nine elementary and one middle school counselor. Previously our district had no elementary counselors. We have added high school career centers and many additional materials to our program. We set our own counselor-pupil ratios which were accepted by the Board of Education. We added more clerical help to our high school counseling centers to speed record keeping, and personal computers have been added to most high school counseling offices. Middle school counselors have been relieved of lunchroom duty, freeing them of an activity that consumed over one hour per day of their time. Our counselors have developed classroom guidance packets (structured group activities) to be utilized by all counselors. A K–12 guidance curriculum is used regularly by counselors. We have an every-other-month in-service training program for updating counselors' skills and knowledge. The most remarkable thing about these changes is that most of them occurred during a time of financial retrenchment and declining enrollment in our district.

The St. Joseph School District is a middle-sized district with 12,000 students served by three high schools, four middle schools, 18 elementary schools and one vocational-technical school. St. Joseph is a small city of 76,000 with predominantly lower-middle class and working-class citizens. However, we have seen this model adopted by districts of all sizes and socio-economic levels in Missouri with much the same result.

## The Change Process

***...school principals and counselors...were unsure of what the counselor responsibilities were supposed to be in their buildings.***

The process was started during the 1979-80 school year at a meeting of the St. Joseph school counselors. The meeting was precipitated by comments from school principals and counselors that they were unsure of what the counselor responsibilities were supposed to be in their buildings. Principals also noted difficulty in evaluating individual counselors, and commented that there was no written counseling program. A decision was reached to establish a comprehensive counseling program that each counselor would be responsible for implementing. At the time we started this change process, little was available to help guide our way. However, at about the same time a detailed process for developing school counseling programs was suggested by Dr. Norman Gysbers (Gysbers, 1978; Gysbers, 1981; Gysbers & Henderson, 1988). This process can best be described in the following manner:

- Deciding you want to change
- Organizing and forming work groups
- Assessing your current program
- Selecting a program model
- Making the transition to a new program
- Evaluating the new system.

This is the general model we utilized in developing our school counseling program.

***At the time we started this change process, little was available to help guide our way.***

Mark Hargens, Director of Pupil Personnel Services, invited Norman Gysbers, Professor of Counselor Education at the University of Missouri, to St. Joseph as a consultant to help with the development of a counseling program. Hargens and Gysbers met with the Superintendent of Schools to seek a commitment that recommendations for changes would get a considered hearing. When a positive response was forthcoming, the movement toward a comprehensive program began.

In the spring of 1980, all counselors met with Dr. Gysbers and discussed both current activities and activities in which they would like to be engaged. After counselors agreed to review their present program (some agreed reluctantly), a steering committee was formed. This committee consisted of a school board member, a high school principal, two parents, an elementary teacher, an elementary social worker, a middle school counselor, several high school counselors and the director of counseling. The steering committee coordinated all study activities, and individual members became chairmen of subcommittees.

The first major activity for a subcommittee was a time and task study of how counselors were presently spending their time. Counselors filled out printed time reports for nine randomly selected weeks of the school year. At year's end, the results were compiled and analyzed. Another subcommittee obtained a list of all activities counselors were conducting in their buildings. A third subcommittee visited other nearby districts known for having outstanding counseling programs. A national meeting focusing on programs and standards established by the American School Counselors Association (Carroll, 1980) was attended by a fourth subcommittee.

Information obtained by the subcommittees gave the steering committee a large amount of data with which to work. The list of counselor activities showed many that were traditionally conducted by school counselors and that aided some part of the total school program, yet it was apparent that many of these traditional activities lacked specific purpose and had little value to the counselors. The time study showed that high school counselors were spending less than 10 percent of their time on personal counseling, but approximately one-third of their time on advisement and registration. Middle school counselors were spending 44 percent of their time on support services, including lunch room and clerical duties. Advisement, registration, and support activities consumed over 50 percent of the counselors' time at the high school and middle school levels. Counselors felt that more time should be spent on counseling students and curriculum activities.

***Counselors felt that more time should be spent on counseling students and curriculum activities.***

Visits to other districts, recommended by counselors in the field and the State Department of Education, yielded many worthwhile ideas and activities. Especially noteworthy were classroom activities used by several school districts as ways to reach students who would not normally seek out the counselor except for advisement purposes. Committee members began reviewing previous follow-up questionnaires and studies of student needs as perceived by students. A few years passed before formal student needs assessments were incorporated into the program.

## Developing the Model

At the same time St. Joseph counselors were going through this process, Norm Gysbers detailed a model guidance program (Gysbers, 1981). This *Model* was chosen by our district, and a few years later also by the State of Missouri Guidance Section. This developmental model is built around four basic functions: (1) a curriculum component; (2) an individual planning component; (3) a responsive-services component; and (4) a systems support component. The components are described in more detail below (Hargens, 1987; Johnson, 1986).

### Curriculum Component

The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. It may be implemented through large groups or in the classroom. The curriculum component is based on learning philosophy with organized activities, structured around a theme and reflecting a purpose. Structured group experiences may include the use of audio-visual materials and commercial kits as well as counselor-produced materials. A counselor implementing the curriculum component should have an outline of the structured group experience, with the theme and purpose identified, prior to beginning the activity.

***The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills.***

### Individual Planning Component

The individual planning component involves guidance and counseling functions dealing with the decision-making process. It consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. This component is generally based on the individual counseling model. It specifically addresses the issues of advising students, investigating post-high school placement, and a whole host of similar functions.

### Responsive Services

This component does just what its name implies: responds to individual needs. This component deals with most counseling situations where the counselor is responding to student initiated requests for assistance in personal concerns or in dealing with relationships. It involves consulting with teachers, administrators and parents. This component also includes crisis counseling as well as referrals to appropriate mental health services outside the school district. A responsive services component is most often delivered on an individual or small-group basis.

### System Support

This component encompasses all those guidance and counseling activities that help the schools run smoothly and efficiently. Not all activities in this area need necessarily be direct counseling functions but it is preferable if they are related to the regular work of the guidance and counseling staff. Much individual school variation will be apparent with this component. This component encompasses registration of students, special education evaluations, assistance in developing curriculum, research, and other functions as needed.

A percentage of "time to be spent" was allocated for each component. The counseling development committee then began the process of comparing our time study and the activities in which we were presently engaged to the proposed developmental program. Some components were to be phased-in immediately while others would take several years and include the cooperation of a large number of other staff members. The general structure of the guidance program is outlined in the accompanying table.

***Some components were to be phased-in immediately while others would take several years....***

The St. Joseph Guidance Program is time-driven. The structure suggests the ideal amount of time to be spent in each area. Counselors are then expected to offer their services to meet the time structures. An example of the organization of a comprehensive guidance program of one of our middle school counselors is included in this article as Appendix A.

## Transition

After finishing the study, the steering committee presented the recommendations to the Board of Education. Recommendations suggested that the counseling program be divided into four components and that a recommended

**Table 1**
**Guidance Program Structure**
**St. Joseph Guidance Services**
**% of Time**

| | | Elementary School | Middle School | High School |
|---|---|---|---|---|
| **I.** | **Curriculum Component** | **25%** | **20%** | **15%** |
| | a. Classroom and large group presentations | x | x | x |
| | b. Community outreach | x | x | x |
| **II.** | **Individual Planning** | **10%** | **20%** | **30%** |
| | a. Educational and Vocational counseling | x | x | x |
| | b. Placement | | | x |
| | c. Advisement | | x | x |
| | d. Career counseling (individual) | | x | x |
| **III.** | **Responsive Services** | **55%** | **45%** | **35%** |
| | a. Consultation | x | x | |
| | b. Personal counseling (groups and/or individuals) | x | x | x |
| | c. Out-of-district referrals | x | x | x |
| | d. Crisis counseling | x | x | x |
| **IV.** | **Systems Support** | **10%** | **15%** | **20%** |
| | a. Registration | | x | x |
| | b. Research | x | x | x |
| | c. Testing | | x | x |
| | d. Orientations | | x | x |
| | e. In-service | x | x | x |
| | f. Scholarships | | | x |
| | g. Curriculum development support | x | x | x |

percentage of time be spent on each component. Recommendations were based on solid evidence from the time study, from follow-up and other student studies, from American School Counselor Association standards, and from visits to other school districts' programs. The logic behind each decision was reviewed. Priorities were supported by the amount of time allocated to each component. Later, inservice sessions were held to acquaint all principals with the model.

***The curriculum...is a K–12 program designed to help all students acquire skills to handle normal developmental tasks and problems....***

The following year the district counselors completed a counseling curriculum based on student competencies. The curriculum is organized around the three areas of personal/social, educational, and career development. It includes experiences at each grade level and provides the counselor with much-needed visibility and contact with all students. This is a K–12 program designed to help all students acquire skills to handle normal developmental tasks and problems common to large numbers of students.

An increased emphasis on groups flowed logically from this program. Since some counselors were not adequately prepared to lead group activities, we contracted with a mental health agency for inservice training. Groups were necessary because the curriculum component used up much of the time counselors were spending in individual counseling sessions (Hargens, 1982).

The need for an elementary counseling program became apparent as well as for more clerical help at the high school level. Middle school counselors needed to exchange their administrative support activities if they were to implement the program. High school counselors began to look for ways to reduce their time in registration activities and to spend more time on responsive services.

## Addition of Evaluations

As we developed our program, it became obvious that some type of program evaluation would be needed to ensure quality. During the spring of 1983, a committee was appointed to develop a peer evaluation instrument to be used solely for the purpose of improving individual counseling programs. The form that was developed was based on the district "philosophy of counseling" and was written in such a way that counselors would have the opportunity to show that all parts of each component were present in their school counseling program.

Additionally, the following year, a committee of St. Joseph counselors developed a performance-based evaluation instrument to be used by principals and the director of counseling for assessment of counselor performance and for personnel decisions by administrators. This instrument evaluates the individual counselor while the peer evaluation instrument mentioned above focuses on the program.

## Problems with the Process

Initially, we planned to fully implement the program within one or two years but found this to be impossible. The high school counselors learned that exchanging non-guidance duties for proposed program activities takes a good deal of planning and cooperation from others within the school. Additional staffing is sometimes required, but funds are not always available immediately. Finally, some counselors did not want to change and impeded the program in their schools.

The biggest change for most counselors involved implementing a curriculum. This obviously required good teaching skills. Some counselors did not feel comfortable going into the classroom even though they were teaching curriculum activities with which they were familiar. Some counselors honestly felt that teaching should not be a part of their professional role. Indeed, sometimes counselors become counselors to get out of the classroom, and do not relish going back. Additionally, the time required to develop curriculum took longer than expected and required yearly changes.

***The biggest change for most counselors involved implementing a curriculum. This obviously required good teaching skills.***

A few principals already had a set idea of what counselors should do in their buildings. These principals required much in-service and support to change their thinking about the counselor's role. In one out of six schools, implementing a new program was found to be harder and required a lengthy implementation time. Also, as administrative personnel changed, a continuing orientation program was required to familiarize new people with this model.

## Future Plans

The St. Joseph counseling program will put greater emphasis on career planning in the future. At the elementary level a shift in our curriculum to emphasize career awareness will be implemented. Middle school counselors will address the issue of career exploration by spending more time on the individual planning component. High school students will develop a written career plan encompassing post-high school expectations and a course of study directed toward that expectation.

The St. Joseph School District is committed to providing the at-risk student with more options. Counselors will be chairing the at-risk committee in each school building. Plans to help individual at-risk students will be developed at the building level and programs to meet those plans will be initiated.

***Future plans include more interaction with community agencies and volunteer programs....***

Future plans include more interaction with community agencies and volunteer programs to better meet the needs of St. Joseph students. A realization that schools cannot do everything for all students requires the participation of the entire community to meet student needs. More use of students in peer support programs will expand the reach of the counselors.

## Summary

A developmental program leads to a greater emphasis on a counseling curriculum, structured group experiences and setting priorities for services and accountability. This type of program tends to de-emphasize administrative and clerical tasks and one-to-one counseling. This type of program is proactive rather than reactive. Counselors are required to do more than sit in their offices and wait for a "sick" or "upset" student to drop in. They have a curriculum to implement and, therefore, are busy and not as available for clerical and administrative duties. Counselors are still expected to provide personal and crisis counseling but, in addition, they are developing and initiating activities for the "normal" population. More exposure to all students and teachers is thus obtained and leads to positive public relations.

***Counselors are required to do more than sit in their offices and wait for a "sick" or "upset" student to drop in.***

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# Appendix A
## Sample Middle School Program
## (Johnson, 1985)

I. Curriculum Component - Mondays (20% of Time)
  - A. Classroom Presentations
    1. Find teachers willing to let you in the classroom
    2. Set all dates at beginning of school with emergency plans for crisis
  - B. Parent Calls

II. Individual Planning - Tuesdays (20% of Time)
  - A. Educational Counseling
    1. People who failed last year
    2. People who receive progress reports
  - B. Vocational Counseling
    1. First Week of Month - A through F
    2. Second Week of Month - G through M
    3. Third Week of Month - N through T
    4. Fourth Week of Month - U through Z
  - C. Advisement - Same as above
  - D. Career Counseling - Same as above

III. Responsive Services - Wednesdays and Thursdays (45% of Time)
  - A. Individual Counseling - Wednesdays and Thursdays
    1. Conference slips
    2. Parent Referral
    3. Teacher Referral
    4. Principal Referral
  - B. Group Counseling - Wednesdays and Thursdays
    1. Divorce
    2. PRIDE Groups (Drug & Alcohol Program)
    3. Weight
    4. Grief
    5. Self-Esteem

- C. Consultation - Thursdays
    - 1. 1st Hour - Clark, Conway, Levin, Shell
    - 2. 2nd Hour - Magana
    - 3. 3rd Hour - Grechus, Sybert, Murphy, Rost
    - 4. 4th Hour - Paolillo, Drake, Ward, Slaybaough, Fite, Sundell, Kvam, Gaines
    - 5. 5th Hour - Bireline, Perry, Wiedmer, Flowers
    - 6. 6th Hour - Morgan, Sarris, Barbosa
    - 7. 7th Hour - Bensyl, Roberts, Devore, Thomson

IV. Systems Support - Fridays (15% of Time)

- A. Testing
    - 1. Re-evaluations
    - 2. Referrals
    - 3. Gifted Program
- B. Record Keeping
    - 1. Cumulative Folders
    - 2. Reports to Principal
    - 3. Counseling Notebook
    - 4. Accountability Calendars
- C. Planning
- D. In-Service to Teachers
- E. Curriculum Development
- F. Research
- G. Orientations
- H. Registration
- I. Counselor Advisory Committee - 10:15 monthly

# Chapter 8

# An Effective Guidance and Counseling Program in Lincoln, Nebraska

**John Dudley**

*The Lincoln School District provides services to over 26,000 students from urban homes representing a broad spectrum of American society. In 1985 the district's Guidance Study Committee adopted the Comprehensive Guidance Program Model.*

## Introduction

"If it's not broken, don't fix it." These were the words of "wisdom" spoken by one of our counselors as our school district began to examine our guidance and counseling program. Were we providing a program for all students? Was guidance and counseling an integral part of the instructional program? Were students successful because of us, or in spite of us? Were the elements of our program consistent with those of forward-reaching programs, or were we victims of habit and what was comfortable? The questions were many.

***Were students successful because of us, or in spite of us?***

The Lincoln, Nebraska Public Schools employ 44 secondary counselors and 12 elementary counselors providing services to over 26,000 students. Although our city is surrounded by agri-business, students attending our schools come from urban homes representing the broad spectrum of American society.

## Review/Evaluation of Current Program

As the counselors on the Guidance Study Committee, a committee made up of a counselor representative from each of our junior and senior high schools (our elementary counseling program began after the initial study was completed), began the challenge of reviewing the guidance and counseling program, they were faced with many unanswered questions. The biggest question was how best to get information. Several options were reviewed. The time-honored method, a needs assessment, was the first to be discarded. Why? It simply did not make sense to us to ask people (parents and students) who knew little about the field of counseling what functions should be a part of a school counseling program.

No, it was not easy to disregard the needs assessment approach. There was much discussion, at times heated, regarding the committee's desire to seek as much information as possible yet not be locked into the traditional "step one" in examining a guidance and counseling program.

***We decided to ask our…counselors with master's degrees what they thought an excellent guidance and counseling program model should look like.***

How best to get information? We decided to ask our professionally trained, certified counselors with master's degrees what they thought an excellent guidance and counseling program model should look like. Should we interview them, we wondered? "No," we decided, because actions speak louder than words. Thus began an intensive counselor time-logging effort.

### Logging of Time

The Guidance Study Committee adopted Norm Gysbers' Four-Category *Counseling Model* (Curriculum, Individual Planning, Responsive Services, System Support) as an outline for the logging effort. By using the Gysbers' *Model*, we were able to put a label on most of the "things" our counselors do. This was very helpful to our counselors as they strove to log their time/activities in a consistent manner.

Logging results were not alarming. Counselors were busy; they were seeing students. Our logging format was not designed to tell us if we were seeing 15,000 different students or the same student 15,000 times. As was expected, counselors were spending the majority of their time in responsive services, and the most neglected area was curriculum. Two conclusions were clear: (1) our counseling program was primarily reactive, and (2) our counseling program was not an integral part of the instructional program. Some of the questions raised were:

- What should we do about what we learned?
- Does this mean our program is not effective?
- If we attempt changes, what should they be?
- How will we reach agreement on what we should do?

One sometimes wonders how a group of caring, considerate, compassionate counselors can shed all of their warmth and do battle, at times heated, over what constitutes an effective guidance and counseling program. As the saying goes "expect resistance to change, and appreciate the challenges involved." We felt truly challenged.

***One sometimes wonders how a group of caring considerate, compassionate counselors can shed all of their warmth and do battle....***

### Review of Data

As the Guidance Study Committee reviewed the data, a concern arose about whether guidance and counseling programs were for ALL students, or just those students who chose to participate or needed to participate in them. We decided that unquestionably guidance and counseling must be for ALL students. If we were going to provide a program for ALL students, it was evident that we needed to make basic changes in our current program. For example, we needed to provide more guidance and counseling services outside the confines of the Counseling Center. Our change of terminology from counseling office(s) to counseling center(s) aided us, in some instances, in introducing a climate for change.

***We decided that unquestionably guidance and counseling must be for ALL students.***

### Guidance and Counseling Plans

Our data also indicated that we did not have well-defined guidance and counseling programs in each of our schools. Yes, there was a program; yes, there was a plan; no, there was not a formally "written down" well planned program. Our committee decided to have each school counseling staff submit a written guidance and counseling plan. The initial format was loose, but each school was required to submit their written plan in four program areas:

1. Curriculum
2. Individual Planning
3. Responsive Services, and
4. Program Management (our term for Norm Gysbers' System Support category).

Schools were asked to submit a plan only for what they were currently doing, not for what they would like to do.

## Assessment

It was now time for the Guidance Study Committee to assess what they had accomplished and determine the focus for the next concentration of effort. Up until this point, the committee had a fairly detailed "polaroid" of the current guidance and counseling program. We asked the question: "Is this the picture that will best meet the needs of ALL students?" and realized that our answer was: "Not without some modifications."

The first modification the committee addressed was the issue of a results-based guidance and counseling program. An issue that few programs consider is: How are students different as a result of coming in contact with counselors? Sure, data said we saw students, but were they better off because of the experience? Even more importantly, what skills did the students acquire, or should they acquire, because of counselors? Thus the decision was made to identify specific student outcomes for grades 7–12.

***An issue that few programs consider is: How are students different as a result of coming in contact with counselors?... were they better off because of the experience?***

The second modification was the result of looking at how counselors structure their time. The data said counselors were busy. Their day was full. If we were to begin looking at the skills students might acquire in working with a counselor, the committee needed to explore how counselors would have the time to "teach" these skills (outcomes) to all students. We decided that to bring counseling under the instructional umbrella, we must restructure how counselors spend their time.

## Restructured Models

Our district tried various restructuring models; some with limited success, some with no success, and one that raised many an eyebrow. The most unusual restructuring model we currently use is in one of our high schools. In this high school of 2,000 students, we do not assign students to counselors! Students may choose any counselor they wish, and may be working with several counselors. The counselors have restructured themselves according to areas of speciality, e.g., scholarships, college entrance, career planning, personal counseling, peer helping, teen pregnancy, interest/aptitude testing, military opportunities and ACT/SAT preparation/interpretation. Counselors alternate being on "response duty." The response counselor handles all students who visit the counseling center, and makes sure they get the assistance they need. The "response duty" counselor also responds to all phone calls. This plan allows counselors to spend more time out of the counseling center working with students in small groups and in class settings.

We have found that it is important to provide a structure that does not penalize a counselor for not being in his or her office. If being away form the office means returning to a stack of phone calls that must be returned, a list of students that need to be called in because they came to the counseling center when the counselor was away, and a pile of notes from teachers who visited the counseling center looking for a counselor, counselors will be reluctant to leave their offices. **It's difficult to teach ALL students when the majority of the counselors' time is spent in their offices.** To say that this structure has not met resistance in some other schools in our district is to say we never have severe storms on the plains of Nebraska. Our answer: Show that you are meeting the needs of ALL students with your current program structure, or restructure your program in a way that delivers guidance and counseling outcomes and services to ALL students.

***We have found that it is important to provide a structure that does not penalize a counselor for not being in his or her office.***

## Current Program

Our program plan continues to be centered around student outcomes and basic features of each school's individual *Guidance and Counseling Building Plan*. All building plans have common elements which include: (1) the school's guidance and counseling philosophy/purpose; (2) the outcomes the school will be focusing on for the year; (3) a guidance calendar; (4) a detailed description of the curriculum, individual planning, responsive services and program management activities; (5) a budget plan; (6) a program evaluation plan (see Appendix A). All building plans for the following school year are due prior to the beginning of summer vacation, because our counselors have no extended contract time.

Guidance and counseling program plans are written in cooperation with the building principal and must be signed off by the principal, assistant principal, all counselors in the building, the district director of counseling and the district associate superintendent for instruction. This procedure provides "protection" for the counselors and requires the involvement of administrative staff. Building and district administrators must be involved in program planning to insure their support for the plan, as well as their commitment toward program success.

***Building and district administrators must be involved in program planning to insure their support for the plan....***

### The Time Factor

It seems that no matter how well people plan, the element of time continues to be a determining factor for success. As noted earlier, data collected by the district indicated that counselors were busy. If we were to write plans and alter guidance and counseling programs, the time issue needed to be resolved.

One method we decided to use to conserve time was to put a computer on every counselor's desk. Why computers? Management of paper is a counselor's arch enemy. Registration, changing schedules, cumulative records, letter writing and administrative paperwork all consume time and energy, as well as desktop space.

***Management of paper is a counselor's arch enemy.***

Our counselors register and change schedules with the aid of the computer and use electronic mail to relieve the paperwork load. Our counselors use computer programs to write letters, keep "notes" about students and share student information.

Another method many of our counselors use to conserve time is a guidance and counseling schedule. This schedule enables counselors to better control their time. It provides a "lesson plan" for the counselor and serves as a means of communication to students, teachers, administrators and parents regarding the counselor's plan for the week. Additionally, the Counselor Schedule focuses attention on the counseling plan, and not on the availability of the counselors. Counselors who have their days and weeks planned have fewer interruptions of a non-counseling nature and are less likely to be "available" to substitute for a teacher or run errands for administrators and for all of the other non-counseling "time consumers" in a counselor's day.

***...the Counselor Schedule focuses attention on the counseling plan, and not on the availability of the counselors.***

A specific appraisal plan can also assist counselors in saving time. Changes in the *Guidance and Counseling Program* require that counselors be evaluated differently than other instructional staff. School districts must develop an evaluation model generic to counseling. (See Appendix B.) Using this type of evaluation provides administrators and counselors with the opportunity to focus on guidance and counseling skills and away from typical teacher skills. Yes, counselors are teachers in a very real sense of the word; but they do have different training and different expectations than teachers. Because of this, they need and deserve a different appraisal process.

It is becoming increasingly evident in our school district that the change process for some counselors is glacial, while for others it is meteoric. Accepting this, and making it part of your district's plan for change, can be challenging. (The rapid movement of some school districts to site-based management may further slow the process.) But as challenging as it may be, it is a fact to be reckoned with and solved. Currently our district is exploring several solutions.

***...in our school district...the change process for some counselors is glacial, while for others it is meteoric.***

## Keys to Program Change

We believe it is important to keep counselors focused on programs that include ALL students. To follow through on this theme, we are initiating a peer-review program that permits counselors to ask peers from schools other than their own to visit their school and review their *Guidance and Counseling Program.* This not only assists the counselor in evaluating his or her own program, but it provides a structured opportunity for counselors in the district to visit other programs in the district and learn from these visitations.

***Staff development is one of the most important features in assisting counselors.... Counselors must have virtually unlimited opportunities to participate in staff development experiences.***

**Staff development** is one of the most important features in assisting counselors, as well as all school staff, in re-establishing the skills that are essential if change is to occur. Counselors must have virtually unlimited opportunities to participate in staff development experiences.

**Positive and energetic leadership at the building level**, whether it be the principal, assistant principal or a counselor, is one of the key ingredients to a successful outcome-based guidance and counseling program. Leaders require staff development opportunities to interact with other leaders. The dynamics of leadership become stale in a vacuum.

Recruiting counselors whose visions include guidance and counseling programs that serve the needs of all students is of key importance. These individuals can be counselors currently on staff who are placed in leadership roles, or counselors recruited from outside the school district. They can provide encouragement for those who are making program adjustments, and assist in the change process.

As our district builds an outcome-based *Guidance and Counseling Program* in our elementary schools, it is expected to influence our secondary guidance and counseling programs. The program format as well as the expectations of students, teachers, administrators and parents in elementary school guidance and counseling programs frequently raise the expectation levels in secondary schools.

***"Expect resistance to change and appreciate the challenges involved." ..."and be patient"...***

## Conclusion

As was stated earlier, "Expect resistance to change and appreciate the challenges involved." One might add "and be patient" to this advice. Even though it may be easy to rally support for a guidance and counseling program that provides better experiences for students; better services to both the school community and the community at large; and better and more cost effective programs for students, teachers, administrators, and parents; Murphy's Law—"if something can go wrong it will"—can still be a determining factor. Given the reality of *this* reality, districts must be willing to set realistic time lines for change. However, school districts also must understand that the longer they delay in fully implementing guidance and counseling programs that are proactive, serve the needs of ALL students, teach students specific skills, provide a counseling curriculum that is part of the school's instructional program, and offer guaranteed guidance and counseling services for students, the longer guidance and counseling will be viewed as an ancillary program that is not part of the mainstream of education.

***...districts must be willing to set realistic time lines for change.***

# Appendix A

## Lincoln Public Schools
## Counselor Performance Summative Appraisal

Name ______________________________ School Year __________

School ______________________ Grade/Position ______________________

Status: Probationary 1 — 2 — 3 Permanent

Code—1=Unsatisfactory 2=Needs Improvement 3=Meets District Expectation. Circle 1, 2 or 3. Check ☐ if expectation is exceeded. Use space on the right of each expectation for comments.

Descriptors are not an exhaustive list. Use (−) for each descriptor that supports a mark of 1 or 2. Use (+) for each descriptor that exceeds district expectations.

Observation Dates: ______________________ Conference Date: ______________________

### I. COUNSELING SKILLS

**EXPECTATION 1: The counselor demonstrates the ability to establish rapport with students, parents, professionals and others in order to facilitate change.** 1 2 3

☐ **Exceeds expectation.**

**Establishing rapport may be demonstrated by the following:**

**DESCRIPTORS: The counselor:**
1. **Services are sought out by students and others.**
2. **Uses discretion in handling confidential information.**
3. **Has individual and group activities scheduled.**
4. **Models appropriate interpersonal skills.**

**EXPECTATION 2: The counselor demonstrates the ability to initiate varied counseling strategies to facilitate attitude and behavior change.** 1 2 3

☐ **Exceeds expectation.**

**The ability to initiate varied counseling strategies may be demonstrated by the following:**

**DESCRIPTORS: The counselor:**
1. **Has individual and/or group counseling activities scheduled and demonstrates success with behavior modification contracting and/or other techniques.**
2. **Shows evidence of appropriate solutions arrived at from counseling contacts.**
3. **Facilitates effective problem-solving techniques.**

**EXPECTATION 3: The counselor demonstrates competencies in group dynamics and is able to facilitate attitude and behavior change in a group setting.** 1 2 3

☐ **Exceeds expectation.**

**Competency in group dynamics may be demonstrated by the following:**

**DESCRIPTORS: The counselor:**
1. **Demonstrates knowledge of group procedures, rules and dynamics.**
2. **Forms and facilitates groups as necessary.**

**EXPECTATION 4: The counselor demonstrates the ability to make appropriate referrals.** 1 2 3

☐ **Exceeds expectation.**

**Making appropriate referrals may be demonstrated by the following:**

**DESCRIPTORS: The counselor:**
1. **Demonstrates knowledge of referral process for in-school referrals.**
2. **Demonstrates knowledge of outside agencies and referral process.**
3. **Visits outside referral agencies when appropriate.**

## II. PROGRAM MANAGEMENT SKILLS

**EXPECTATION 5: The counselor ascertains, analyzes and prioritizes needs of students.** 1 2 3

☐ **Exceeds expectation.**

**Ascertaining, analyzing and prioritizing the needs of students may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:
1. Has directed and/or participated in needs-assessment activities.
2. Demonstrates ability to address documented needs.

**EXPECTATION 6: The counselor demonstrates effective planning skills.** 1 2 3

☐ **Exceeds expectation.**

**Using effective planning skills may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:
1. Selects appropriate long-range goals.
2. Writes objectives related to long-range goals.
3. Includes counseling methods and procedures relevant to the objective.
4. Focuses on student outcomes.

**EXPECTATION 7: Sets goals for the Guidance Program in terms of desired student outcomes.** 1 2 3

☐ **Exceeds expectation.**

**Setting program goals using student outcome may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:
1. Demonstrates an awareness of requirements for promotion/graduation.
2. Assumes responsibility for the three major guidance student-outcome areas: i.e., Educational Planning; Career Planning; and Personal/Social Growth.

**EXPECTATION 8: The counselor assists with development of materials and instructional strategies to meet student needs.** 1 2 3

☐ **Exceeds expectation.**

**Developing materials and instructional strategies may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:
1. Demonstrates leadership in helping teachers and others identify materials and activities developed to meet student needs.
2. Facilitates integration of career planning into the total Guidance Program.

**EXPECTATION 9: The counselor is aware of district and building policies and requirements and integrates them into the program.** 1 2 3

☐ **Exceeds expectation.**

**Awareness and integration of district and building policies may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:
1. Is aware of district policies relating to students.
2. Is aware of and performs duties within parameters of district policies and procedures.
3. Seeks counsel from others when unclear about what district policies and procedures require.

**EXPECTATION 10: The counselor demonstrates a knowledge of tests and testing in counseling.** 1 2 3

☐ **Exceeds expectation.**

**Knowledge of tests and testing may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:
1. Has knowledge of achievement, interest and ability tests.
2. Demonstrates skills needed to evaluate appropriateness of various tests.
3. Is able to manage testing activities at own school level.
4. Demonstrates skills in test interpretation.

**EXPECTATION 11: The counselor interprets the Guidance Program to appropriate individuals.** 1 2 3

☐ **Exceeds expectation.**

**Interpretation of the Guidance Program may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:

1. Seeks opportunities to explain the Guidance Program to faculty, parents, students and community groups.
2. Is available to those who seek clarification concerning guidance-related activities.
3. Continually seeks opportunities to make students aware of services available through the Guidance and Counseling Department.

## III. PROFESSIONAL CHARACTERISTICS

**EXPECTATION 12: The counselor is aware of trends and problems in society.** 1 2 3

☐ **Exceeds expectation.**

**Being aware of trends and problems in society may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:

1. Is informed about current and contemporary problems.
2. Demonstrates awareness of social and cultural problems affecting their school and community.

**EXPECTATION 13: The counselor is aware of new developments in the guidance profession.** 1 2 3

☐ **Exceeds expectation.**

**Awareness of new developments in the guidance profession may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:

1. Attends classes/seminars/workshops appropriate to needs and interests.
2. Seeks out both formal and informal experiences designed to enhance knowledge and skills of the guidance profession.

**EXPECTATION 14: The counselor is aware of personal needs and maintains good physical and mental health.** 1 2 3

☐ **Exceeds expectation.**

**Awareness of personal needs and good health may be demonstrated by the following:**

**DESCRIPTORS:** The counselor:

1. Demonstrates an awareness of the status of own physical and mental health.
2. Seeks appropriate counsel when necessary.
3. Listens to others who may observe needs and problems of which the counselor is unaware.

General statements for Summative Appraisal – including strengths, commendations, areas of improvement and recommended objective [(s) for next year.] Attach additional pages if needed.

**Appraiser Comments**

---

**Appraisee Comments (optional)**

---

**Date of Final Conference**

**Appraisee's Signature**

**Appraisee's signature indicates that the appraisal conference has been held, and that the appraisee has seen, but does not necessarily concur, with this report.**

**Appraiser's Signature**

**Reviewed by: Asst. Superintendent—Personnel** **Date**

Personnel – White Copy; Appraisee – Yellow; Appraiser – Pink

## Appendix B

# 1988-89
# GUIDANCE PLAN

**Lincoln Public Schools, Lincoln, Nebraska**

## School

______________________________

______________________________
Principal

______________________________
Assistant Principal

______________________________
Director of Student Services

______________________________
Associate Superintendent
for Instruction

Date Submitted ______________________

______________________________
Counselor

______________________________
Counselor

______________________________
Counselor

______________________________
Counselor

______________________________
Counselor

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B/GPLAN7/SSGORD

## GUIDANCE-COUNSELING PHILOSOPHY/PURPOSE

______________________________
School

B/GPLAN8/SSGORD

## STUDENT OUTCOMES

______________________________________
School

B/GPLAN9/SSGORD

## GUIDANCE/COUNSELING CALENDAR

____________________________
School

B/GPLAN3/SSGORD

## GUIDANCE CURRICULUM

**Curriculum Area:**

________________________________________________________________

**Subject Content:**

________________________________________________________________

**Unit Title:**

________________________________________________________________

**Student Outcome:**

________________________________________________________________

________________________________________________________________

________________________________________________________________

**Grade Level:**_____ **Number of Students Served**_____ **Time Required**____________

**Setting**________________________________________________________

**Lesson Plan:**

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

**Resource(s) Required:**

________________________________________________________________

________________________________________________________________

________________________________________________________________

**Results (Evaluation/Documentation):**

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

**B/GPLAN2/SSGOBD**
**4/4/88**

## INDIVIDUAL PLANNING

I. Major Activity:

II. Grade Level:

III. Resource(s) Required:

IV. Time Frame:

V. Results (Evaluation/Documentation):

VI. Student Outcome (if applicable):

B/GPLAN4/SSGORD
4/4/88

## RESPONSIVE SERVICES

I. Major Activity:

______________________________

______________________________

______________________________

______________________________

______________________________

II. Grade Level: ______________________________

III. Resource(s) Required:

______________________________

______________________________

______________________________

IV. Time Frame:

______________________________

______________________________

______________________________

V. Results (Evaluation/Documentation):

______________________________

______________________________

______________________________

______________________________

VI. Student Outcome (if applicable):

______________________________

______________________________

______________________________

______________________________

B/GPLANS/SSCORD
4/4/88

## PROGRAM MANAGEMENT

I. **Major Activity:**

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

II. **Grade Level:** ______________________________

III. **Resource(s) Required:**

________________________________________

________________________________________

________________________________________

IV. **Time Frame:**

________________________________________

________________________________________

________________________________________

V. **Results (Evaluation/Documentation):**

________________________________________

________________________________________

________________________________________

________________________________________

VI. **Student Outcome (if applicable):**

________________________________________

________________________________________

________________________________________

________________________________________

B/GPLAN6/SSGORD
4/4/88

**BUILDING GUIDANCE PLAN**
**BUDGET SHEET**
**Budget Year 19__ /__**

**Activity Title:** ______________________________

**Student Outcome (if applicable):** ______________________________

______________________________

______________________________

______________________________

______________________________

**Target Population(s):** ______________________________

______________________________

______________________________

______________________________

**Time (Estimate amount required and of whom):** ______________________________

______________________________

______________________________

______________________________

**Beginning Date:** ______________ **Completion Date:** ______________

**Resource(s) Required:** ______________________________

______________________________

______________________________

______________________________

**Estimated Cost:** ______________________________

**Person(s) Responsible:** ______________________________

______________________________

**Results (Evaluation/Documentation):** ______________________________

______________________________

______________________________

______________________________

______________________________

B/GPLAN1/SSCORD
4/4/88

APPENDIX

__________________________________
School

(Optional)

B/GPLAN/SSGORD

# Chapter 9

# The Comprehensive Guidance Model at Hillsboro High School

**Gloria Morgan**

*Hillsboro High School has 1100 students in grades 9–12. It is a rural school in close proximity to the large city of St. Louis, Missouri. In 1987 the school hired a consultant to plan, develop and implement a guidance program based on the Comprehensive Guidance Model.*

## Introduction

The *Missouri Comprehensive Guidance Model* provides a framework around which districts can create a guidance program to meet their own specific needs. I first became involved with the *Missouri Model* several years ago when I was invited by the Department of Elementary and Secondary Education (DESE) to participate as a member of the steering committee. The task of this committee was to study the feasibility of implementing such a model statewide. Strategies, guidelines and other materials were developed to assist schools who would be participating in the program.

***The Missouri Comprehensive Guidance Model provides a framework around which districts can create a guidance program to meet their own specific needs.***

I have implemented the *Missouri Model* in two schools. My first experience was with a school selected to pilot the program, Clearwater High School in Piedmont, Missouri. Clearwater is a small rural district with only one counselor for grades 9–12. The transition from the existing program was easy because it was a restructuring process of an already successful program. The only weakness in the existing program was the lack of guidance curriculum with a defined scope and sequence of activities. Classroom activities were taking place but they were not being done systematically. The curriculum was redefined and percentages of time spent in other guidance activities readjusted. In addition to the task of defining a scope and sequence of activities, it was necessary to spend a considerable amount of time documenting the program in writing. The transition to the *Missouri Model* was smooth due to total administrative support as well as very little resistance from the faculty. My experiences at Clearwater made me realize that good programs can get better and my commitment to the success of the *Missouri Model* became stronger.

***My experiences at Clearwater made me realize that good programs can get better and my commitment to the success of the Missouri Model became stronger.***

I then accepted a position at Hillsboro High School in Hillsboro, Missouri and was appointed to plan, develop and implement a comprehensive program. Hillsboro is located just south of St. Louis, Missouri in Jefferson County, which is the second fastest growing county in the state. A large percentage of the parents commute to jobs in St. Louis. Hillsboro could be considered a rural school although it is in close proximity to a major city. It is a large district, covering over 175 square miles. The senior high school has approximately 1100 students in grades 9–12. Hillsboro, like many other schools in the area, did not have a well-defined guidance program prior to the implementation of the *Model*. Their guidance staff spent an excessive amount of time on scheduling and record keeping. Large blocks of time were spent working with a small number of students. The department was viewed by students, parents and teachers as administrative with scheduling the major function.

## Expect Resistance to Change

In addition to implementing the *Missouri Model*, **my first task was to overcome the negative image of the guidance department**. Because the guidance department lacked credibility with students, parents and teachers, the administration realized it would take a strong commitment on their part to make the program a success. I looked forward to the challenge, despite the initial obstacles, because I could see that many of the necessary assurances for program implementation were present.

**My first challenge at Hillsboro was to "sell" the model to the other counselors** in the department. As with any successful program, the people operating it must feel some ownership. Past experience had convinced me that the *Model* is very effective in meeting student needs and providing accountability. Because of my enthusiasm I made the mistake of assuming that Hillsboro counselors would be as excited as I was about implementation of the *Model*. Since many people do resist change, I anticipated some philosophical differences but I underestimated the extent of the resistance. These philosophical differences created a situation that has taken long hours of discussion and a change in staff to resolve.

***My first challenge at Hillsboro was to "sell" the model to the other counselors.***

**An inservice workshop for teachers was the next task.** It is essential that the faculty understand and support the purposes and objectives of the *Comprehensive Guidance Program*. Most of the faculty were enthusiastic although there was some skepticism from teachers who had never had the opportunity to teach in a school with a well-defined guidance program. While many did recognize the need for the program and expressed support for the concept, others had long considered counselors to be administrators and schedulers. Many were concerned about the idea of counselors using their classroom time for the guidance curriculum activities.

***It is essential that the faculty understand and support the purposes and objectives of the Comprehensive Guidance Program.***

## Develop a Public Relations Program

**The next step was to inform students, parents and the community about the proposed changes for the guidance program.** Convincing parents and students of the value of a comprehensive program was no problem. They were eager and supportive of the concept. A variety of strategies were used to disseminate information. Two workshops were held for all ninth graders and their parents. One workshop was an orientation to high school, the other workshop developed a four-year plan. Speaking at local civic clubs and organizations also provided an avenue for informing the community. A local newspaper did an article on the Missouri Model and how Hillsboro was planning to implement the program. A local television station also featured the changes in the Hillsboro Guidance Department.

***A local newspaper did an article on the Missouri Model and how Hillsboro was planning to implement the program.***

After the initial public relations activities and information gathering, a serious assessment of the current program began. This was especially important to help the entire guidance staff understand the actual structure of the existing program, and also to help show others the current status of the program. The assessment was used as a baseline to make decisions for the new program. At this point an advisory council was formed to provide input into the new program design.

## Assessing the Current Program

***Assessment of human resources, which includes counselors and clerical staff, is perhaps the most critical data to be gathered.***

**Assessing available resources, both human and financial, is a necessary step when implementing a new guidance program.** Assessment of human resources, which includes counselors and clerical staff, is perhaps the most critical data to be gathered. Hillsboro has three fulltime counselors. In actuality, these counselors were not working fulltime on guidance activities because several non-guidance activities were assigned to them. A guidance secretary was also considered to be fulltime but had other responsibilities that frequently took her out of the office. An inventory of available materials is also necessary. Hillsboro had few materials and most of what they had was outdated. They also suffered from a shortage of necessary equipment.

It is essential to complete a time and task analysis in order to determine how counselors are spending their time in guidance as well as in non-guidance activities. We agreed to use the form provided by the Missouri DESE for our time study. In order to get an accurate picture of how counselors were spending their time, we decided to keep track of time one day a week. We began recording on Monday of the first week, Tuesday of the second week, Wednesday of the third week, Thursday of the fourth week and Friday of the fifth week. Beginning with the sixth week, we repeated the process for the remaining weeks of the school year. We used a form with 15-minute time intervals. The results of the time study were not surprising. Little time was being spent on guidance curriculum and considerable time was being spent on system support and non-guidance activities. None of the areas were near the percentages recommended by the *Model.*

***Little time was being spent on guidance curriculum and considerable time was being spent on system support and non-guidance activities.***

The guidance facilities at Hillsboro are adequate but not ideal. There are individual offices and a reception area but no space is available for group activities, and a limited amount of room is available for career materials. The district is, however, in the process of building a new facility. Ninth graders will be moved to another building and it is hoped that this will help create the desired space.

**A needs assessment was next in the planning process.** The *Missouri Model* includes an instrument to use in surveying students, parents and teachers. This step is necessary in helping counselors to identify the program categories and competencies thought to be important. The needs assessment provides other necessary baseline information to use in the new program design. The guidance curriculum is organized around three major areas: career planning and exploration, knowledge of self and others, and educational and vocational development. The needs assessment identified competencies in these areas that students, parents and teachers believed Hillsboro students needed to master. Approximately 50 percent of the students and parents as well as the entire faculty were surveyed. These results, along with results from an informal needs assessment and the advisory council, were used to determine the initial guidance curriculum. Necessary materials were ordered to supplement other resources. The guidance staff determined that some of the identified competencies could be met through individual planning activities and did not necessarily have to be incorporated into the curriculum.

## Developing the Guidance Curriculum

After the competencies were identified an attempt was made to determine where these competencies would best blend into the total school curriculum. The guidance curriculum must be sequential with specific competencies introduced at certain grade levels. At Hillsboro this is not an easy task.

The ninth graders are required to take American History and the tenth graders to take World History. However, eleventh and twelfth graders do not have any required classes. This is a frustration we are still attempting to resolve. We use classes where we can reach as many upperclassmen as possible, but we still do not reach 100 percent of these students.

***If possible, it is advantageous to plan the entire year's curriculum in advance. The more notice a teacher is given, the greater the possibility of using their class time.***

In the initial planning stages of the curriculum it is best to concentrate on departments and/or teachers who are cooperative. If possible, it is advantageous to plan the entire year's curriculum in advance. The more notice a teacher is given, the greater the possibility of using their class time. When taking over classes for an entire day, the counselors at Hillsboro ask the teacher to stay in the classroom for at least one class period. They are invited to stay and participate the entire time if they like. It is important that the teacher understand the objectives of the activity.

At Hillsboro we have found the curriculum to be the most difficult part of the program to implement. Some of the barriers already mentioned include the lack of a common class taken by all students at a certain grade level, another is teacher reluctance to give up class time. As in most schools, the teachers are expected to cover a certain amount of material. Some teachers view the guidance curriculum as one of the many interruptions that keep them from maintaining their schedules. It is critical to seek administrative support, be as well organized as possible, and give the teachers as much advance notice as possible. Counselors might also point out to teachers how the competencies in the guidance curriculum can tie into some of their curriculum goals. While curriculum is difficult to implement and does meet with some resistance, many teachers understand the need for the students to have such competencies and are excited about the activities.

Implementation of the individual planning, responsive services and system support components has been less difficult than implementation of the curriculum component. The non-guidance activities are being eliminated from the counselors work load. One must remember that it takes time for the administration to reassign some of these non-guidance activities. Our building principal does understand the goals of the program and is committed to helping make the necessary changes.

## Peer Helping/Tutoring

***A peer helping group was started in the senior high school and has been very effective.***

A peer helping group was started in the senior high school and has been very effective. The high school students participate in a variety of activities with perhaps the most visible being the classroom units they present to the elementary grades. These units cover such topics as friendships, self-esteem, peer pressure, and drugs. They also work in the guidance center to assist other students with various career materials and equipment. When new students enroll they escort them to their classes and to lunch, make sure they get on the right bus, and offer them any other help they may need. We also have peer tutoring which provides a much needed service. These two programs have been well received and have created positive public relations.

## Advisement Program

***The homeroom teacher/advisor will have the opportunity to know the students personally.***

Our goals for next year include plans for an advisory program that will operate with a homeroom system. Each day will begin with a short homeroom. Each student will be assigned a faculty member who will be their homeroom teacher/advisor all during high school. The homeroom teacher/advisor will have a folder for each of their advisee's and it will include achievement test scores, an interest inventory, a copy of the four-year plan, career plans, the required courses the student has successfully completed and other relevant information. The homeroom teacher/advisor will have the opportunity to know the student personally which will be very beneficial when scheduling classes. During enrollment, blocks of time will be arranged to allow advisors the necessary time to discuss enrollment procedures with the student. For example, first hour classes may be cancelled for the day and the student will stay in homeroom the entire first hour. The advisor will explain and discuss the curriculum, prerequisite courses and graduation requirements. During the next advisement meeting the advisor will assist students in completing a preliminary schedule to take home for parent approval. This process will make the scheduling of classes much more personalized and time efficient. We believe the advisement program will be helpful for all students and especially helpful in identifying and monitoring the "at-risk" student.

## Future Goals

Other plans include making a video of the 4-year plan process. The completion of a well-thought-out 4-year plan is invaluable for students. Although we offer two evening meetings for parents and students as part of the plan, participation is less than desired. Our goal is to make a video available for students to check out and take home so they can complete the plan with their parents.

Continuing to improve the guidance curriculum structure and to devise a more systematic method for activities at all grade levels will be under study. We will also continue with an ongoing evaluation procedure as it is critical to the success of the program. Evaluation helps us to determine if the students are receiving maximum benefits from the program and also helps to demonstrate counselor accountability.

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While our guidance program is still very much in a state of change and revision, we can see tremendous progress. Students, parents and teachers seem to be pleased with what is taking place. Our administration is supportive and is working cooperatively with us. Old beliefs are difficult to change and generally require proof that new concepts do work. We feel we are providing that proof at Hillsboro.

## Concluding Thoughts

As a comparison of Clearwater and Hillsboro illustrates, implementation of a *Comprehensive Guidance Program* will be a very different experience depending on the existing program. It is important that a district be realistic in assessing "where they are" before determining "where they want to be." Everyone involved in implementation must understand that the transition from an unstructured program to a comprehensive program is both complex and difficult and requires time and perseverance.

Based on my experience I offer the following advice that I believe is important when implementing a comprehensive guidance program (regardless of the settings): (1) Set realistic goals. Allow three years for implementation. (2) Make sure you have the support of your administrators because if you do not the task will be impossible. (3) Expect resistance. (4) Develop and implement a public relations program to gain support. (5) Use effective time management strategies. (6) When implementing a guidance curriculum concentrate on teachers who are cooperative. (7) Communicate results. (8) Do not get discouraged.

***Set realistic goals. Allow three years for implementation....Expect resistance.***

Time, patience, and hard work will result in a program that demonstrates counselor accountability and provides maximum benefits for all students.

# Chapter 10

# Afterthoughts

**Norman C. Gysbers**

Guidance and counseling has evolved from the turn of the century emphasis on vocational guidance (with a selection and placement focus), through the personal adjustment emphasis of the 1920s and 30s (organized around a counselor-clinical-service model with a focus on position), to the present day emphasis on development (organized as a comprehensive guidance program). The selection, placement, and adjustment emphases remain but are now incorporated within the concept of development. Today, the comprehensive guidance program is replacing the counselor-clinical-services model: Programs are encompassing positions.

***Today, the comprehensive guidance program is replacing the counselor-clinical-services model: Programs are encompassing positions.***

This book, through its discussion of eight state and local school district guidance programs, both documents and helps us to understand these changes that are occurring in the organization of school guidance. This book is a source of ideas, resources, and procedures to help state and local guidance and administrative personnel remodel and revitalize guidance in their schools.

My intent in the next few pages is to bring into sharp focus several key points from among the many identified by the contributors to this book. These points have substantial impact on how guidance programs are developed and managed.

## Position to Program

The change from position to program as the basic organizer for guidance in the schools represents a major paradigm shift for school counselors. The traditional organizer, the counselor-clinical-services model, featured the concept of position with specific attention to role and function issues. The new organizer, the program concept as described in this book, emphasizes the work of school counselors as well as other professionals, features four program components and their guidance and counseling activities, and uses these program components to organize and allocate counselor time to insure a 100 percent program.

## Program Axioms

The change from position to program as the basic organizer for guidance in the schools requires a clear understanding of the five basic axioms upon which the program concept for guidance rest:

***First, guidance is a program. As a program, it has characteristics similar to other programs in education....***

**First, guidance is a program.** As a program, it has characteristics similar to other programs in education including:

a. learner outcomes (competencies) in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles, life settings, and life events;
b. activities and processes to assist learners to achieve outcomes such as these;
c. professionally certified personnel; and
d. materials and resources.

**Second, guidance and counseling programs are developmental and comprehensive.** They are developmental in that guidance activities must be conducted on a regular and planned basis to assist young people to achieve guidance competencies. Guidance programs are comprehensive in that a full range of activities and services are provided including assessment, information, counseling, consultation, referral, placement, follow-up, and follow-through.

**Third, guidance programs focus on individuals' competencies, not just their deficiencies.** For many, the major focus of guidance programs remains the problems individuals have and the obstacles they face. While this emphasis will always be important, it should not be the dominant emphasis: Too often attention focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance and counseling programs should be on helping individuals identify the competencies they already have and then assisting them to develop new ones.

***Too often attention focuses on what is wrong with individuals, not what is right.***

**Fourth, guidance and counseling programs are built on a team approach.** A comprehensive, developmental program of guidance and counseling is based on the assumption that all staff have guidance responsibilities rather than thinking it is all up to counselors. At the same time, it should be understood that professionally certified counselors are central to the program. They provide direct services to individuals as well as work in consultative and collaborative relationships with other educators.

**Fifth, guidance and counseling programs mandate articulation.** A basic assumption underlying comprehensive, developmental guidance programming is that there are effective linkages among all grade levels, kindergarten through grade twelve. This means that there is program continuity; that activities begun in elementary school are continued, as appropriate, in the next grade levels. This means that the school district's guidance staff meet on a regular basis and work together to manage and further develop the school district's comprehensive guidance program.

***...there is program continuity... activities begun in elementary school are continued, as appropriate, in the next grade levels.***

## Perseverance

The change from position to program requires perseverance. Samuel Johnson once said "Great works are performed, not by strength, but perseverance." The writers of the chapters of this book have documented the importance of perseverance as a quality required of counselors and administrators who are involved in the paradigm shift from position to program. Why perseverance? Because definitions of perseverance include such words as "remaining constant in the face of obstacles or discouragement," "having continuing strength or patience in dealing with difficulty," "steadfastness," and "adherence to a goal in face of opposition." Why perseverance? Because the transition from position to program requires time to accomplish—approximately three years in most school districts. Why perseverance? Because those who want to change must overcome the inertia of others and the resistance of those who want to maintain the status quo.

***...those who want to change must overcome the inertia of others and the resistance of those who want to maintain the status quo.***

## Leadership

Remodeling and revitalizing guidance in the schools, requires professional guidance leadership at the highest levels in state and local education agencies. Successful leaders must maintain the vision needed to help the guidance program succeed in its mission, must uphold the basic principles of the profession, must keep in touch with staff and those the program serves, must be able to manage change, must select good staff members and trust them to carry out their roles, and must help them when they do not.

Without leadership, guidance is often forgotten and therefore lacks continuity and consistency in its actual activities and services.

***Without leadership, guidance is often forgotten and therefore lacks continuity and consistency in its actual activities and services.***

## Concluding Thoughts

A comprehensive program, by definition, leads to guidance activities and structured group experiences for all students. It de-emphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. It is proactive rather than reactive. For counselors there is a guidance program to implement and, therefore, counselors are busy and unavailable for unrelated administrative and clerical duties. Counselors are expected to do personal and crisis counseling as well as provide structured activities for all students.

Being involved in improving a guidance program may seem overwhelming, but the rewards are substantial. More pride in being a counselor is evident. More support for guidance is generated because guidance is no longer seen as an ancillary service. And perhaps most important: Students, parents, teachers, administrators, and the community are served more effectively. These are the strong messages being sent by counselors and administrators who are using the comprehensive guidance program approach in their schools.

***Being involved in improving a guidance program may seem overwhelming, but the rewards are substantial.***

This monograph offers readers the most complete description to date of how the Comprehensive Guidance Model is transforming K-12 guidance and counseling programs in schools across the country.

Counselors in a variety of school settings in Alaska, New Hampshire, Missouri, Maryland, Nebraska, and Texas report from the field their struggles and successes bringing about sometimes drastic change in their own guidance programs. The field writers are not afraid to discuss the hard parts: their failures and discouragements. Ultimately, however, they tell stories of success that can be used by other counselors as their own blueprints for change.

In short, this monograph has what all counselors look for when they want to improve their guidance and counseling program—A solid idea with practical suggestions for how to implement a program and make it work.

## About the Author

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ISBN 1-56109-001-8

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